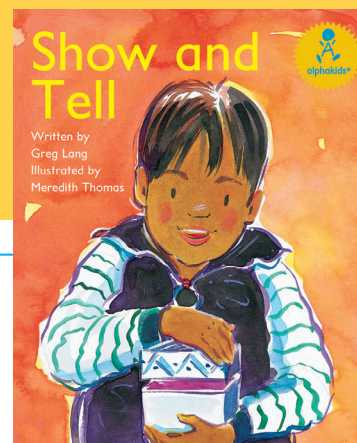




AlphaKids Lesson Plan



Title
Synopsis
Level 8 (E)
Vocabulary
Sounds and letters
Reading strategy
Text features

Show and Tell

The book *Show and Tell* is a guessing game within the context of a classroom show and tell activity.

Text type: Narrative—realistic

Running words: 214

animal, box, cheese, cookies, ears, eight, elephant, feathers, fluffy, four, fur, guess, hole, legs, long, mouse, plant, rabbit, rock, scales, seeds, show, six, something, tail, tell, tree, water

High-frequency words

a, does, in, is, it, the, yes

Phonics

Long /o/ sound as in show, bow, row, low, know, mow

Word families

tell—bell, fell, sell, well, tell, shell

- Cross-checking all information on the page.

Punctuation

- Question marks

Grammar

- Plural nouns—legs, feathers, scales, ears, seeds, cookies

Text features

- Some repetitive text
- One to three lines of text on a page in a question-and-answer pattern
- Variation in sentence form that includes direct speech



rock

plant

animals

feathers

scales

fur



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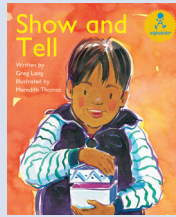
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You will need:



Student book



Blackline master



Smart Word Card



Word cards

1 Before reading

Support comprehension skills

Activate prior knowledge

You might model the text by playing a guessing game with the group. Show students a box in which you have concealed a small object. Invite students to guess what is in the box by having them ask yes/no questions. For example, they might ask: “Is it a toy car?” Your response should be either: “No. It isn’t a toy car.” Or “Yes. It is a toy car.”

Introduce the book

You might say:

This is a book about an object that a boy brought in to class for show and tell. Everyone tries to guess what is in the box.

Turn to page 4 and point out the three speech bubbles that show that the child is asking the questions pictured in the box. Discuss the sentence structure on page 5, explaining that the boy holding the box is responding to each question.

Introduce a reading strategy

Read the first sentence with the students.

Ask: *What did you check to know that the last word was “rock”?*

Point out the picture of the rock.

Ask: *What letter would you expect to see at the start of “rock”? Do we see “r” at the start? Does “rock” make sense?*

Repeat this with the other sentences on this page.

2 During reading

Teach comprehension skills

Thinking about the features of the book


Turn to pages 6 and 7.

Ask: *What do you see in the pictures here? What do the pictures tell us?*

Point out that the pictures give a clue about the subject of each question. Discuss the structure of the pages read so far (three questions with illustrations to support three answers).

Say: *Knowing how a book works helps you to understand it and read the book accurately.*

Have the students read the rest of the book.

 Look for students who are cross-checking the information on the page to support their reading.

Ask: *What did you check to know that the sentence said, “Does it have big ears?” What did you think about?*

For students who are not cross-checking after an error ask:

Can you see anything on the page that could help you work it out? Look at the picture. Look at the start of the word.

Support English Language Learners (ELL)

Before reading

Show students the word cards on the front of this lesson plan.

Ask: *What is this? Can you tell me something that is made of rock? Where might you find a plant?*

Ask students to look at the cover of the **Smart Word Card**. Talk through each definition.

Ask: *Can you tell me an animal that lives in a hole? Can you tell me an animal that has feathers/scales/fur? Can you tell me an animal that is bigger than an elephant?*

Refer to the Tips for Spanish Speakers on the **Smart Word Card**. Say the word in English, then in Spanish, e.g. rock, *roca*. These words sound alike and mean the same thing.

3 After reading

Assess comprehension

Choose questions that are relevant to each student's learning needs. Ask the students to support their answers by referring to the book.

Did you guess what was in the box? What clues did you use?
(Literal)

How many guesses did each child make? How are each child's three guesses similar? (Interpretive)

Why has the author chosen not to tell us what is in the box?

How are the speech bubbles and the questions on the same page alike? (Synthesizing)

Did you like the ending of the book? Why? Did the book's ending make you feel part of the guessing game? How?
(Critical)

Have students complete the blackline master provided, referring to the book as needed.

Answer key:

1 no; 2 yes; 3 no; 4 yes; 5 yes; 6 no; 7 yes; 8 yes

Review reading strategies

Encourage the students to identify what they did to help themselves read effectively.

Turn to page 12.

Ask: *What did you look at and what did you think about to work out the word "ears"? How does cross-checking all information on the page help you when you are reading?*

Teach about print

Focus on the punctuation of questions.

Ask: *What do I need to put at the end of a question?*

Have students write two simple questions to practice this skill.

Turn to page 10.

Ask: *Why do "feathers" and "scales" end in "s" but "fur" does not?*

Discuss the use of "s" to indicate plurals. Point out that some words are collective nouns.

4 Further literacy learning

Practicing fluency

Have the students work with a partner to practice reading the book fluently. Have one student read the question page and the other read the answer page. Encourage students to focus on reading smoothly (making their reading sound like talking).

Learning about phonics

Have the students look at the word "show."

Ask: *What sound can you hear at the end of this word?*

Can you think of any other words with this sound?

List students' suggestions in columns according to the letters used to represent the sound.

Word families

Have students work with magnetic letters to make words with the rime "ell" (tell, bell, smell, well, bell). Have the students write these words on a list. Ask the students to make up a tongue twister with the words from the list.



Is the student able to identify a range of words with this rime?

Developing vocabulary

Students can complete the inside of the **Smart Word Card**.

Writing

Modeled writing

Show the students a box in which you have hidden an object, e.g. a pencil. Write on the board: "I brought something for Show and Tell. You have to guess what it is. It is in this box." Create a written conversation during which the students can write questions about the item in the box. Encourage students to refer to the book for ideas for questions and to support spelling.

Independent writing

Have students work in pairs. Each student secretly draws a picture of an object and then folds the paper in half to conceal the object. Pairs then conduct a written conversation to work out what each other's hidden item is.



Does the student use conventions such as question marks and capital letters in his/her writing?

BLACKLINE MASTER

Name: _____

What am I? Answer the questions to find out.



1. Is it a rock?	
2. Is it an animal?	
3. Does it live in the water?	
4. Does it live in hole?	
5. Does it have six legs?	
6. Does it have four legs?	
7. Does it eat seeds?	
8. Does it eat cookies?	

☒ Can the student read the questions?
Is the student able to write a yes/no answer?