

Show and Tell

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Getting ready for reading

You could model the text by playing a guessing game with the children. Show them a shoebox with a mystery object in it. Tell them you will not answer questions that name the object such as *Is it a pencil?* (Encourage the use of the question-and-answer pattern from the book. *Is it alive? No, it is not alive* and so on.)

Discuss the questions children have asked. Talk about which questions gave good information.

Talking through the book

You might say: *This book is just like our guessing game.* Turn through the book. Talk about what children can see happening in the pictures.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours. 

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

What was in the box?

Could it be a bird? Why?

Could it be a fish? Why?

What are three features of whatever is in the box?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *I, have, for, and, you, to, what, it, is, in, this, a, no, yes, an, does, the, long, big, do*
- Word families: *tell – bell, fell, hell, sell, well, yell*

Sounds and letters

- Hearing words: Children can hold up a finger for every word heard in a sentence.
- Hearing sounds: Children clap when they hear a word with a long /e/ sound – *seeds, tree, eats*

TEXT FEATURES

- **This book contains a guessing game within the context of a classroom show-and-tell session. The negative and positive responses given build a series of clues that lead the reader to the answer to the puzzle.**
- **Text is supported by colour illustrations.**
- **Thinking clouds are introduced.**
- **Sentence forms *Does it have ____?*
No. It doesn't have ____.
Yes. It has ____.
are repeated.**

Writing conventions

- Punctuation: capital letters, full stops, question marks

Being a text user

Discuss:

How can you work out what the mystery object in the box is?

Could this book help you to learn about an animal?

Being a text critic

Discuss:

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

Is this how Show and Tell is done at your school?

Literacy learning centres

Writing centre

Children can draw a picture of their own mystery animal to hide in a box and then have a written conversation following the pattern of the book

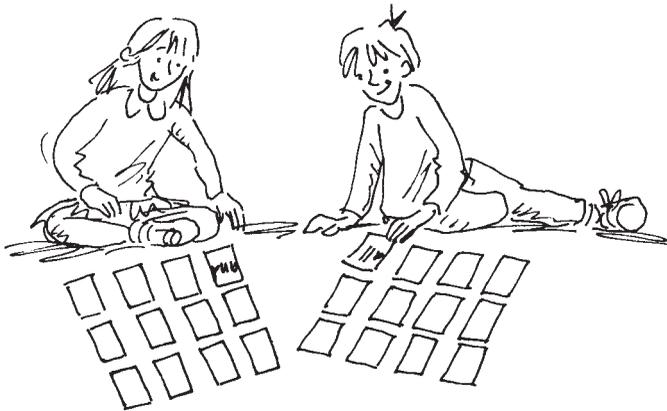
Is it an animal? Yes it is an animal. Does it live in the water? Yes it lives in the water. Does it have two legs? and so on
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Word centre 1

Children search through the book and other familiar texts to find words with the long /e/ sound. They can then list their words on a chart to pin on the wall.

Word centre 2

Make two sets of cards showing the high-frequency words from the text. Children can use these to play Concentration.



Interactive literacy centre

Children take turns to act out an animal for the rest of the group to guess.

Keeping track

Children's responses to the clues in the book provide information about their ability to use the text.