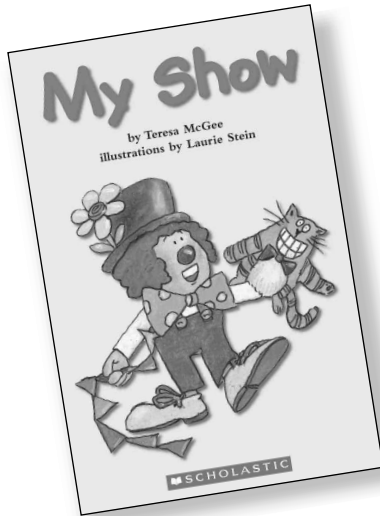


# My Show

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*Illustrated by Laurie Stein*



**Text Type:** Fiction: Description — Humorous Story

**Guided Reading Level:** D

**Summary:** A little boy gets dressed up and puts on a show for his family. His family likes his funny show.

**Word Count:** 54

**High-frequency Words:** *a, and, big, blue, cat, come, I, is, my, red, see, this, to, will, yellow*

## Text Features

### Visual Literacy

- ▶ environmental print

## Text Supports

- ▶ repetitive language pattern
- ▶ rhyming words
- ▶ illustrations are engaging, clear, and highly supportive of text

## Possible Text Challenges

- ▶ exclamation mark
- ▶ some challenging vocabulary

## Reading Strategies

### Comprehension

- ▶ sequencing
- ▶ inferring

### Working with Words

- ▶ using picture cues to solve unfamiliar words
- ▶ word solving and building: using beginning sounds to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ sequence the events of the show (actions and colours used)
- ▶ make inferences using background knowledge and the illustrations in the text
- ▶ solve unfamiliar words by using information in the illustrations
- ▶ use beginning sounds to solve unfamiliar words

**Teaching Tip:** When assessing student's learning, make sure you observe them throughout the Guided Reading session, and not just at the end.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Show students the front and back cover of the book. Read the title and the sentence on the back cover. Have them look at the front cover and ask, *Does this picture give you any clues about the kind of show this boy will put on? What do you think he's dressed up as?* Ask how many have ever seen a clown. Invite students to tell you what they know about clowns and the shows they put on. Ask, *Do you think this will be a funny or a serious show?*

#### **ESL Note:**

Some ESL students may not be familiar with clowns. Have a discussion about the kinds of things clowns do and the types of shows they put on.

### Print concepts

#### **Overcoming Text Challenges**

Ask students to look again at the back cover and the words printed there. Ask how they think the boy feels about his show and what makes them think so. Lead them to see that the exclamation mark at the end of the sentence on the back cover is a clue that he is excited.

### Word solving and building

Tell students that this story has some rhyming words in it that make the story more fun to read. Talk about the rhyming words, giving a couple of examples.

Ask questions to model the language in the book. For example, on page 5, *Do you think the shoes will hide his toes?* On page 7, *Look how happy he is—he is dancing a jig.* On page 9, *Do you think that cat is a funny cat? Why is it funny?*

### Sequencing

#### **Setting a Purpose**

Say, *As you're reading the book, I want you to think about what this boy does first, second, third (and so on) to get ready for his show.*



## DURING READING

Give out copies of the book. Observe and listen to students individually, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Does the picture help you to solve that word? Does it rhyme with another word? Can you read that word? Does it help you to read this one? Can you use beginning sounds to help you?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner what the boy did to get ready for his show.



## AFTER READING

### Sequencing

Ask students to tell you briefly what happened in the story, focusing on what the boy did first, second, third, etc. List the points on separate, large strips of paper and stick each one on the board. If there is any disagreement on

the order of events, go back to the book to confirm and reorder the strips. Make sure you include the colours. Ask, *The boy wore two things that were red, didn't he? Can you tell me what they were? What colour were his shoes? When did he put them on? What did he wear that was blue? What was the last thing he put on?* You may have to explain to students that the cat is a hand puppet, so it is really the last thing he put on, but if students say his hat was the last thing, you can respond that they are correct; that is the last thing he planned to wear.

### **Inferring**

Ask, *How did the boy feel about his show? How do you know? Ask, Did the boy's audience enjoy the show? Why do you think so? Did they think it was funny? Where is he giving the show? How do you know?*

Point out an effective reading strategy that you observed. For example, *I really liked how Travis read page 3 with expression. He noticed the exclamation marks on that page. Good readers use punctuation marks to help them when they read.*

### **Word solving and building**

Choose a page with a "colour" word (4, 5, 6, or 8). Ask how students solved the "colour" word on the page you have chosen. If they had any difficulty, demonstrate how using the beginning sound and the illustration can help solve the word. Ask students to find the words that rhyme. Write them on the board as they find them.

### **Rereadings**

Provide opportunities for each student to reread the book independently or with a partner.

### **Focused Follow-up**

The following activities are optional. Choose those that best meet your students' needs.

#### ***A Funny Show***

### **Sequencing**

Review the things the boy did to put on his funny show and the order he did them in. Have students work with a partner. Give each pair five or six sticky notes to write down things they would do if they were putting on a funny show. Using sticky notes allows students to rearrange the sequence of events until they are happy with the order. Then have each pair use the sequence of events they developed to write their own story.

#### ***Clown Puppet***

Provide each student with a copy of the BLM, a craft stick, crayons/coloured pencils, and glue. Have them make their own version of a clown by colouring and cutting out the face, a hat, and a bow tie. Have them glue the parts together, and glue the face on a craft stick. Some students might enjoy working in pairs, telling stories to one another with their puppets.

#### ***Word Building***

### **Word solving and building**

Take two words from the book, for example, *wig* and *cat*, and use magnetic letters to create rhyming words. Show students that it is easy to make different rhyming words by changing the beginning of the word and keeping the ending.

# Clown Puppet

Name: \_\_\_\_\_

