Show and Tell
by Oscar Hagen
Fountas-Pinnell Level A
Fiction

Selection Summary
Dinosaurs bring their favorite things to share for Show and Tell at their school.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Fiction</th>
</tr>
</thead>
</table>
| Text Structure | • First-person narrative, the characters are the narrators  
• Focuses on a single topic  
• Very simple narrative with story carried by pictures |
| Content | • Show and Tell in school setting  
• Familiar setting close to children’s experiences  
• Favorite things |
| Themes and Ideas | • It’s fun to bring in something special to Show and Tell.  
• Sharing with other children in a group is fun. |
| Language and Literary Features | • Simple, straightforward language  
• Fantasy; animal characters acting like people  
• Repetitive sentence pattern, changing only one word on each page  
• Four-word sentences  
• Simple sentence structure with implied subject: Look at my book. |
| Vocabulary Words | • Names of simple objects familiar to children: rock, book, doll, drum, pet  
• High-frequency words repeated: look, my  
• Decodable words |
| Illustrations | • Lively, cartoon-like drawings support the text. |
| Book and Print Features | • Five pages of text with one line of text and illustration on each page  
• Italics for emphasis  
• Good spacing between words |

Show and Tell  by Oscar Hagen

Build Background
Read the title to children and talk with them about what the dinosaur is doing in the cover illustration. Ask them what they think they will learn about Show and Tell in this story. Then ask: What kinds of things do you think the characters in this story will bring in to Show and Tell at school? Have you shared in a Show and Tell? What happened?

Introduce the Text
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary. Explain important text features such as the repetition of the phrase Look at my that tells what the characters show to the class. Here are some suggestions:

Page 2: Explain that this is a story about Show and Tell time in a classroom. In this made-up story the characters are dinosaurs who talk and act the way children do.
Suggested language: Turn to page 2. What is the dinosaur holding in the air? The dinosaur says: Look at my rock. Now say look. What letter would you expect to see first in look? Find the word look, say it, and put your finger under it.

Page 3: Point out that children can use information in the pictures to help them read. Turn to page 3. What is this dinosaur sharing at Show and Tell? The dinosaur says: Look at my book. Say my. What letter would you expect to see first in my? Find the word my, say it, and put your finger under it. How do you think the dinosaur feels about his book? How can you tell?

Page 4: Now what will this dinosaur say? She says: Look at my doll.

Page 5: Turn to page 5. What does the dinosaur want everyone to look at? What will he say?
Now turn back to the beginning and read to find out what each dinosaur brings to Show and Tell.

Words to Know
look my
Read
Now have children read *Show* and *Tell* softly while pointing under each word. Observe children as they read.

Respond to the Text
Personal Response
Invite children to share their personal responses to the story. Begin by asking what they liked best about the story, or what they found interesting.

*Suggested language:* Do you think the dinosaurs in this story like Show and Tell? How do you know? Would you like to read this story again? Why?

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dinosaur students bring different things to Show and Tell.</td>
<td>• It's fun to bring favorite things to Show and Tell.</td>
<td>• The writer uses almost the same language on each page.</td>
</tr>
<tr>
<td>• They bring a rock, a book, a doll, a drum, and a pet.</td>
<td>• Sharing your favorite things with other children is fun.</td>
<td>• The pictures show what each child brings to Show and Tell.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The characters in this story are dinosaurs who talk and act the way children do.</td>
</tr>
</tbody>
</table>

Choices for Support
Concepts of Print
Practice early reading behaviors such as understanding that you say one word for one group of letters when you read.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:

• **Listening Game** Have children listen for words that rhyme. Have children raise their hands if the words rhyme, and keep their hands in their laps if the words do not rhyme. Say pairs of words, for example: *book, look; book, back; pet, pen; pet, net; lock, rock; rock, right; drum, crumb; drum, drop.*

• **Matching Letters** Materials: upper and lower case magnetic or cardboard letters or letter cards. Have children choose letters and match them with their upper or lower case forms.
Writing About Reading

Critical Thinking
Read the directions for children on BLM 2.3 and guide them in answering the questions.

Responding
Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill
Understanding Characters ✅ Tell children that the character is the person or animal who does and says things in the story. Reading carefully and looking at the pictures can help children tell more about story characters. Model how to understand characters:

Think Aloud

How can I understand the characters in this story? I will read the words carefully and look at the pictures. I read and see what the dinosaurs bring to Show and Tell. This helps me understand the characters. On page 5, I read about the dinosaur who has a drum. He is playing the drum in the picture. I know that the dinosaur character is happy to bring his favorite thing to share.

Practice the Skill
Have children think of another story they have read. Guide them in understanding a character in the story.

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

Think of the different things the dinosaurs bring to Show and Tell. Draw a picture of your favorite thing.

Write about why you like it.
### English Language Learners

**Cultural Support** Explain that Show and Tell is an activity that takes place in many classrooms. Children bring to school something that is important to them to show to the other children in their class. Involve children in a discussion of favorite things and collections.

### Oral Language Development

Check the children’s comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker 1</strong>: Point to the dinosaur with a rock.</td>
<td><strong>Speaker 1</strong>: Where is the dinosaur with the book?</td>
<td><strong>Speaker 1</strong>: What are all the dinosaurs in the story doing?</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: [Points to dinosaur with a rock]</td>
<td><strong>Speaker 2</strong>: Here is the dinosaur with the book.</td>
<td><strong>Speaker 2</strong>: The dinosaurs bring in things to Show and Tell.</td>
</tr>
<tr>
<td><strong>Speaker 1</strong>: Point to the dinosaur with a pet.</td>
<td><strong>Speaker 1</strong>: What do you see in the cage the dinosaur holds?</td>
<td><strong>Speaker 1</strong>: How do the dinosaurs feel about Show and Tell?</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: [Points to dinosaur with a pet]</td>
<td><strong>Speaker 2</strong>: I see a bird in the cage.</td>
<td><strong>Speaker 2</strong>: The dinosaurs want their friends to look at their things.</td>
</tr>
</tbody>
</table>

### Responding

**Target Skill** Understanding Characters Who are the characters in this story? Where are they? Tell what they are doing in the story.

**Text to Self** Draw a picture of something you would like to bring to “Show and Tell” at your school. Label your picture.

### Think About It

Children look at the pictures and circle the ones that appear in the story.

1. What did the dinosaurs bring for show and tell?

Children draw a picture of something they could bring for show and tell.

2. What did the dinosaurs bring for show and tell?

Children draw a picture of something they could bring for show and tell.
Show and Tell

Think of the different things the dinosaurs bring to Show and Tell. Draw a picture of your favorite thing.

Write about why you like it.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Think About It

Children look at the pictures and circle the ones that appear in the story.

1. What did the dinosaurs bring for show and tell?

Children draw a picture of something they could bring for show and tell.

2.
# Lesson 2: Show and Tell

**Student __________________________ Date ___________**

## Show and Tell • LEVEL A

**Show and Tell Running Record Form**

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Look at my rock.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Look at my book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Look at my doll.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Look at my drum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Look at my pet!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Behavior Code Error**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>© cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>-cat</td>
<td>1</td>
</tr>
</tbody>
</table>

**Accuracy Rate**  
(# words read correctly/20 x 100)

**Self-Correction Rate**  
(# errors + # Self-Corrections/ Self-Corrections)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut</td>
<td>1</td>
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<tr>
<td>Self-correction</td>
<td>cut</td>
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<tr>
<td>Insertion</td>
<td>the</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>olidays</td>
<td>1</td>
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</tbody>
</table>