## Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>First-person narrative, the characters are the narrators</td>
</tr>
<tr>
<td>Content</td>
<td>Show and Tell in school setting</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>It's fun to bring in something special to Show and Tell.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Simple, straightforward language</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Repetitive sentence pattern, changing only one word on each page</td>
</tr>
<tr>
<td>Vocabulary Words</td>
<td>High-frequency words repeated: look, my</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Lively, cartoon-like drawings support the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Five pages of text with one line of text and illustration on each page</td>
</tr>
</tbody>
</table>

Tell All About It  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 to Show and Tell at school? Have you shared in a Show and Tell? What happened?

Front-Load Vocabulary Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: rock, book, doll, drum, pet. Use the illustrations to reinforce the words.

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. Call their attention to the labels. Here are some suggestions:

Page 2: Explain that this is a story about Show and Tell 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. Read the labels in the picture. What does the label for the animal say? Yes, that’s a dinosaur. What is the dinosaur holding in the air? The label says rock. The dinosaur says: Look at my rock. Now say look. What letter would you expect to see first in the word 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? Read the label and look at the picture. 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: Read the label. 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 does the label say? What will the dinosaur 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 *Tell All About It* 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? 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 boys and girls 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 lowercase magnetic or cardboard letters or letter cards. Have children choose letters and match them with their upper or lowercase forms.
Writing About Reading

Critical Thinking
Read the directions for children on BLM 2.5 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 in 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 in 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 in 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.

Write About It

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 one that answers the question.

1. What is something one of the dinosaurs had to show?

2. What are the dinosaurs doing?
Tell All About It

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 one that answers the question.

1. What is something one of the dinosaurs had to show?

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

2.
### Tell All About It • LEVEL A

#### Selection Text

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Look at my rock.</td>
</tr>
<tr>
<td>3</td>
<td>Look at my book.</td>
</tr>
<tr>
<td>4</td>
<td>Look at my doll.</td>
</tr>
<tr>
<td>5</td>
<td>Look at my drum.</td>
</tr>
<tr>
<td>6</td>
<td>Look at my pet!</td>
</tr>
</tbody>
</table>

#### 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>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>⊗</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>⊗</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Comments:

#### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{20} \times 100 \right) \%
\]

#### Self-Correction Rate

\[
\text{Self-Correction Rate} = \left( \frac{\text{# errors} + \text{# Self-Corrections}}{\text{Self-Corrections}} \right)
\]

1: __________