

At the Show

GOALS

Comprehension

Connect to prior knowledge: Has anyone been to a show? Can students name some things they might see at a show?

Vocabulary

High-frequency Words: I, the, to, go, like, up, down, at

Content Words: show, sights, sounds, bumps, thumps, merry-go-rounds, rides, slides, chopping races, clowns, faces, painted

Phonemic Awareness

Identify and make rhyming words

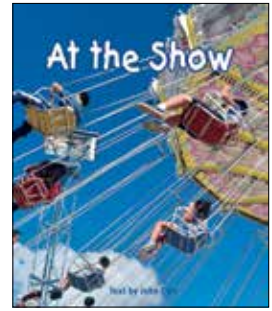
Phonics

Letters and Sounds: l

Words to Blend and Segment: lot, lad, lip, lid, lap

Fluency

Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.



See some of the rides and races at the show.

Before Reading

- Ask: Has anyone been to a show? Can students name some things they might see at a show? Look at the cover and describe what they see. Predict what the title might be. Read the title to students then read it together. From the cover photo and title students predict what the text might be about. Ask: What might be at the show?
- Read the title page together. Talk about what the photograph shows.
- Talk/walk through the pictures. Discuss the rides at the show on each page. Ask: Have you ever been on these rides?
- Discuss the rhyming words and list them. (*go/show; sounds/merry-go-rounds; bumps/thumps; rides/slides; clowns/downs; races/faces*)
- Look at page 4. Notice the repetition of the /s/ sound at the beginning of the words. (*sights/sounds*) How does this sound? Repeat the sentence a few times. What does it mean?

Reading the Text

- Read the title together.
- On page 2 students discuss what they see in the picture, then read the words together (pointing to the words as they are read).
- Follow this pattern for each page.
- Discuss how this is a nonfiction text. There are photographs of a real place and real people.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Was the text like your predictions? Was the ending what you predicted?

Phonemic Awareness

- Identify and make rhyming words. Have students listen to the text being read to them and identify rhyming words. Say these together.
- Students think of other rhyming words to say. Notice how these are fun to say and hear, e.g. go, show, low, row, mow.

Phonics

- Discuss the name and sound of the letter l. Write cvc words *lot, lad, lip, lid, lap* on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /o/ /t/, *lot*.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *down, the, to, go, like, up*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Talk about plural words, e.g. *bumps, thumps, rides, slides*. Have students draw a picture from the text and write the matching sentences. *I like the merry-go-rounds.*

Fluency

- Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.

Writing

- Students write a new text using the same pattern, *I like the _____*. (animals/rides/popcorn/candy floss) They write the text and illustrate it.
- Have students draw and label a story map of different activities at the show.

Home/School Link

Take the book home and any related activity done in class to share with family.