

LITTLE SQUIRREL SHOWS OFF

Written by - Susan Burroughs

Illustrated by - Lam Quach

Set 10 – 169 words

Building Anticipation – Setting the Context

Brainstorm all the creatures they might see by a pond in the woods. Make a list as the children share their ideas. Encourage them to describe how the creature moves as you record its name.



Introduction

The teacher may introduce the book by reading the title and saying: *Mother Squirrel took Little Squirrel, Chipmunk, and Rabbit down to play at the pond. They stayed past lunchtime.* Give each child a book. Show the illustration on page 13 and ensure that the children are familiar with all the creatures. Refer back to the list and circle all those in the illustrations.

Have the children predict, locate, and then confirm the names of one or two less familiar creatures such as *snake* or *chipmunk*. After the children complete an independent book walk, ask them to read the text independently to find out why the book is called *Little Squirrel Shows Off*.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask the children to share a few strategies they used.

Ask: *Why did the author call this book Little Squirrel Shows Off? What happened to Little Squirrel at the end of the story? How did the author alert you that something was going to happen? Could the reader tell it was going to be funny? How? Is it wise to show off? Why not? What things did Little Squirrel do that would be safe for us?* Ensure that children use the book as a reference to support their responses.

Responding Creatively – Independent Practice

Children can:

- finish the sentences on the reproducible master to describe how different animals move.
- make a poster depicting safety rules that discourage people from showing off.
- draw and label activities that are safe in a park.
- make stick puppets of the creatures in the story. They can draw and cut out their own creatures and make up a puppet show about little Squirrel and his friends.

Read Aloud Connection

Wild in the City by Jan Thornhill, Owl Books, 1995.

Squirrels, by Buck Wilde, Shortland Publications, 1998.

Learning About Language - Focused Teaching

High Frequency Words	over, called, I'll	Practice writing these words on an erasable board. Check the book to see if you were right.
Letters and Letter Clusters	<i>Rr</i> - rock, rabbit <i>bl</i> - black <i>sn</i> - snake <i>sl</i> - slide <i>gr</i> - green	Brainstorm to create a list of words that begin with <i>sn</i> . Use movable letters to make words that start with <i>r</i> . Record the words.
Onset and Rimes and Word Families	black, back, sack, tack by, butterfly, my rock, clock, sock, Jock, lock, mock, knock	Use movable letters to put together and take apart words with the rime <i>ack</i> . How many new words can you make? Can you make a word that begins with a capital? Record your new words.
Word Endings	<i>ed</i> - called, cried <i>er</i> - over	Make a list of other words you know that end in <i>er</i> .
Compound Words	across, butterfly, lunchtime,	Make and break these words into the two words.
Contractions	I'll, it's	Use one of the contractions to write a sentence.
Text Features	Bold font and capitals - SPLASH Bold font - Can	Feature the bolding and capitalization of a word in shared writing. Encourage the children to try these features in their own writing.
Poetry Links	<i>over</i> – <i>The Big Truck</i> , <i>Three Silly Monkeys</i>	Feature these poems in shared reading. The high frequency word shown is in the book as well as the poems. Children can experience the rhythm and rhyme of the English language.

Reproducible Master - Little Squirrel Shows Off

Complete the sentences to describe how each different animal moves.

A fox can _____

A snake can _____

A turtle can _____

A butterfly can _____

A frog can _____

I can _____
