



Running words: 33

Book Summary

A girl dresses up in a clown costume.

Building Basic Skills

High-frequency words – The, Look, at, my, me

Content words – Clown, pants, shirt, flower, shoes, wig, hat, face

Repeated phrase – Look at my

Phonics and phonemic awareness – L (Look), m (my, me), sh (shirt, shoes)

Punctuation – periods, capital letters, exclamation point

Skills and Strategies

The Clown can be used to introduce and reinforce:

- creating artwork or a piece of writing related to the text
- reading a variety of simple high-frequency words in context
- identifying onset and rime within words

B practicing writing using rhyme and rhythm.

Materials

- copies of words and punctuation for this book from page 91, cut and ready for use
- copies of BLM, pencil, markers
- prepared word cards – “The,” “Look,” “at,” “my,” “me”
- sand boxes
- paper, paint or markers

The Clown

by *Karen Anderson*

photographs by *Kate Handley*

Introducing the Text

Describe what you are wearing to children. *Today, I am wearing..., On my feet, I am wearing..., underneath my sweater, I have....* In pairs, children describe to each other what they are wearing. Extend the discussion by asking children about the kinds of characters they like to dress up as and what they wear when they dress up.

Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *In this book, we read about a girl dressing up as a clown. What do you think might be in the box?*

Page 3 – *Look at the girl’s pants. What is special about them?*

Page 5 – *How can you tell this is a clown shirt? What might she be saying? Help children to identify the “m” in “my.”*

Page 7 – *Why is the girl laughing? Can you find the word “my”? How do you know that says “my”?*

Page 9 – *What has she put on next? Do you think that they are good shoes for a clown? Why?*

Page 11 – *Where is the girl’s hair? What might she put on next?*

Page 13 – *Were you right? Draw children’s attention to the similarities between the words “at” and “hat.” What other words do we know that rhyme with “at” and “hat”? What else is missing from her clown costume?*

Page 15 – *What can you see on her clown face?*

Page 16 – Identify the “m” in “me.” *What do you think she might be saying? Encourage children to recall each item of the clown costume and to point to them in the picture.*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

Page 2 – Find the capital “L” for “Look” and have each child put their finger here. Encourage children to point to each word as you quietly read aloud together.

Page 4 – Clarify where to start reading and encourage children to point to each word as you quietly read the page together.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. Discuss the use of the exclamation point on the last page and reread this page together, emphasizing expressive reading. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text

- Reread the text aloud to children, encouraging them to mime putting on each piece of the costume as you read.
- Children identify the high-frequency words “Look,” “at,” and “my” from various pages in the book and match these words to the word cards. Also have a word card for “me.” Compare the letters and sounds in “me” and “my.”
- Using the words and punctuation for this book from page 91, reassemble the sentences with children.

Following Up

- B** On the BLM activity opposite, children write “at” to complete the sentences.
- In pairs, children write the high-frequency words encountered in the text in sand boxes, copying from word cards. They should take turns to write and read.
- Children draw or paint a picture of themselves in their favorite dress-up costume. Encourage them to think about and include each piece that makes up their costume. These pictures can be captioned “Look at my....”