

The Clown in the Well

Features of the text:

- rhyme and word play: *Well, well, well!*
- punctuation: repeated question marks

Before Reading

- Introduce the text: *The Clown in the Well*.
- Look at the front cover and read the title together.
- Look at the title page. Does it give the children any clues about the story?
- Refer to the illustrations of the front cover and title page to ensure the children know what a well is.

Using the Text: considering how words are used; considering how the topic is presented

Making Meaning: establishing background knowledge

Reading the Text

- Ask the children to read the text quietly.
- Give them something specific to focus on.
For example, *Read the book to find out why the clown is in the well.*
- If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.

Children may draw upon all four practices during the reading of the text. Help individual children as necessary.

After Reading

- *Where was the monkey?*
- *How do we know it wasn't the monkey who pushed the clown into the well?*
- *Who saved the clown? How?*
- Refer to page 16. Discuss the word play: *Well, well, well!*
- Ask the children whether this is a realistic story or a fantasy. *What could really happen? What could not?*
- Look at the illustration on page 12. *Why do you think the clown tripped and fell into the well?*
- List the rhyming words on the board: *fell, well; clown, down*. Ask the children to help you add to the list.
- *Do you think the author had fun creating this book? Does she want you to have fun reading it? Why do you say so?*

Making Meaning: recall; comprehending

Using the Text: understanding features of a text; understanding the differences between reality and fantasy

Cracking the Code: visual literacy: visual codes, perspective, shading, style; rhyme

Analyzing the Text: recognizing the author's role in creating a text; extending understanding