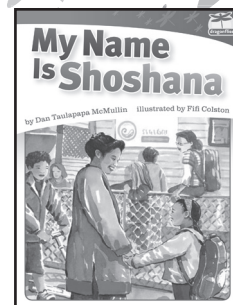


# My Name Is Shoshana

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## Overview

Shoshana is starting a new school, and her mother explains that some of the children may have difficulty pronouncing her name. Shoshana's teacher introduces a game to help the class learn to say her name correctly and ensure that Shoshana feels welcomed and happy.

## Suggested purposes

This text supports the comprehension strategies of summarising the main ideas, noting details in illustrations, and understanding the author's purpose. The sensitive illustrations are a rich source of meaning.

## Text features (Focus on only one or two per session.)

- the themes of inclusiveness and of the importance of pronouncing names correctly
- the feelings of the characters revealed in the text and in the illustrations
- the roles of Shoshana's mother and the teacher
- the satisfying ending that links back to page 5
- the third-person narrator
- the inclusion of dialogue
- the indicators of time – *as they walked, at last, after school, that night*
- the adjectives – *beautiful, excited, favourite, new, pink, pleased, proud, strong, yellow*
- the contractions – *couldn't, didn't, I'm, I'll, it's*
- the possessive apostrophe – *Shoshana's*
- the single quote marks for "near, far, shining star" on page 7
- the rhyme in "near, far, shining star"
- the instructions for the game on page 7

## Setting the scene

Discuss the cover. *Talk with your neighbour about what's happening and how you think this girl is feeling. Why do you think that?* Confirm that this book is about a girl going to school. Ask the students to read the title. Help them to say "Shoshana". *What do you notice about her name? Were you right about the illustration? I wonder what her day at school might be like ...*

## The first reading

Read the names of the author and the illustrator.

There are many subtle messages in the illustrations. Depending on your purpose, decide whether you want to discuss them in depth on the first reading or in a subsequent reading.

**Back cover** – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Ask the students to read the text silently, pausing at various points for discussion or to clarify any difficulties.

**Pages 2 and 3** – *How are the characters feeling? How do you know?*

**Page 4** – *Why is Mum talking to Shoshana about her name?*

**Page 5** – If the students need help with decoding “tease”, write it on the board and underline “tea”. Ask them to articulate “tea” and then to add on the “s” sound. That’s right, it’s “tease”. Check that they understand its meaning. *What does Mum mean by “I want you to be strong”?*

**Page 7** – Tell the students that the quote marks around “near, far, shining star” show that these are words they will say in the game. Ask them to summarise the rules.

**Page 8** – Break the reading at the end of this page to practise the game. I’m thinking about *what Shoshana will say when it’s her turn ...*

**Page 9** – Practise saying Shoshana’s dialogue together “in a proud voice”. *How do you think she feels now that she’s had her turn?* Encourage the students to use the illustrations as well as the text to support their inferences.

**Page 10** – Remind the students of their own experience of practising Shoshana’s name.

**Pages 12 to 15** – *How do you think the rest of the family might be feeling?*

**Page 16** – *What do you think Mum and Dad might be saying to each other? What is Shoshana doing? Why?* Refer back to Mum’s comment on page 5 – “You can be proud of your beautiful name.” *Is this a good ending? Why?*

Encourage the students to summarise the main points in the text. *What things helped Shoshana have a good first day at her new school?* Write their ideas on a chart. This summary will help them to infer the author’s purpose. *What is his message? Why did he choose this title?*

**Ideas for revisiting the text** (Choose only one or two per session.)

- Listen to the students reread the text with a partner, observing their fluency and confidence and how they manage the sections of dialogue.
- Discuss how the illustrations complement the text. You could talk about how the illustrations on pages 6 to 9 reveal Shoshana’s apprehension and then her delight on page 10. Explore how the teacher makes Shoshana feel more comfortable while the game is being played. You could compare Shoshana’s feelings on pages 4 and 5 with her feelings on page 11.
- Discuss the author’s use of adjectives, and experiment with alternatives, for example: “lovely” or “gorgeous” for “beautiful”; “eager” or “happy” for “excited”.
- Focus on the indicators of time. *What words tell you when things are happening on page 11? On page 12?* Draw out the idea that these phrases help the reader to follow the story. Add them to a class chart as models for writing.
- Locate examples of contractions and talk about how they make the dialogue sound more natural.
- Discuss the use of the possessive apostrophe on page 6. Explain that this is called a possessive apostrophe and that it’s there because the teacher “belongs” to Shoshana. Talk about the function of the possessive apostrophes on pages 9 and 12.

### **Suggestions for further activities**

- Read other stories about being new at school, for example, the Dragonflies early title *Ling Lee's Surprise* and the fluent title *Shimbir*.
- Write thought bubbles for each of the characters on page 16.
- Together, create a timeline of the events and add descriptions of Shoshana's feelings to show how they changed.
- Play the "near, far, shining star" game with the class.
- Find out the origins of the names of class members.
- BLM word activity: practise punctuating words

The students can complete each sentence by punctuating it. They can self-check their work against the text.

- BLM comprehension activity: chart the sequence of events

The students can discuss the events in the story. They can cut out the sentences, then stick them in order onto a piece of paper. They can then draw a bubble next to each sentence and write how Shoshana felt at that point in the story.