

Shush!

by Barbara Beveridge

illustrated by Jennifer Lautusi



Book Summary

Shush! is a lively narrative about getting up in the morning and making breakfast in bed as a surprise for Mum.

Features of the Book

- Text in speech bubbles.
- The humorous illustrations.
- The blends – “sh”, “ch”, “bl”, and “br”.
- The high-frequency words – “up”, “get”, “some”, “They”, “likes”, and “She”.
- The use of repetition as a support.
- The use of exclamation marks.
- The use of a recipe.

Purpose

Shush! can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** blending sounds together to make a word;
- S** using structural cues to monitor that reading is making sense;
- S** encouraging rereading of the text to clarify understanding;
- S** selecting information from the story for a specific purpose.

Introducing the text

- Does anyone in your family have breakfast in bed?

Hold up the cover of the book and tell the group that in this story, breakfast is being made for someone special.

- This boy is just waking up. What could he be saying?

Look at the title. It has “sh” at the beginning and at the end.

Read the title and the names of the author and illustrator to the group.

Reading the text

- S** Blending sounds together to make a word.
- S** Using structural cues to monitor that reading is making sense.

- S** Encouraging rereading of the text to clarify understanding.

Page 2

- Who is waking up?

Discuss “getting up” behaviour.

Page 3

- What are Thomas and the cat saying?
- Who else is waking up?
- What do you think they will do after they get up?

Pages 4 and 5

- Were your predictions right?
- What are they making for breakfast?

Read the speech bubbles if the children are drawn to them.

Draw attention to the cat’s part in the story.

Pages 6 to 9 – Continue with the same questions.

- What else are they making? Does the cat like it?

Pages 10 and 11

- What will they put on the tray?
- Who do you think breakfast is for?
- What is going to happen next?

Page 12

- Were you right?

The children now read the book independently.


Revisiting the text

Discuss the blends – “sh”, “ch”, “bl”, and “br”. Look for examples of these in the text and add them to the class’s blends chart.

Read the recipe on the inside back cover together.

Note the separate sections for ingredients and method and the numbered steps.

Following Up

- S** Selecting information from the story for a specific purpose.
-  Read the recipe on the inside back cover again. Write a shopping list with the group. Make the fruit salad, following the directions.
- B** Complete the blackline master opposite.