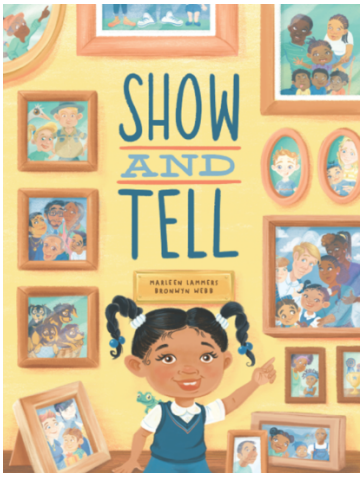


Show and Tell

Author: Marleen Lammers
Illustrator: Bronwyn Webb
Publisher: Lapa Publishers

The Otto Foundation Children's Book Award
Picture Book Shortlist 2026

It's Show and Tell day at school, and one little student is feeling nervous about introducing their unique family. But as each classmate takes a turn, from triplets to step-siblings, two moms and dance crews, they realise that every family is wonderfully different. Show and Tell is a heartwarming celebration of diverse families, where love and laughter bring everyone together in delightful chaos. Join the fun and see how our differences make us special!

- Lapa Publishers

Teaching notes

These notes have been written by the Otto Foundation to provide teachers and caregivers with ideas to develop reading comprehension and support literacy skills. They encourage deep reading of the text and illustrations, which may happen over a series of reading sessions, not just one sitting.

These notes have been written with Grade R, 1, 2 and 3 readers in mind, but teachers and caregivers will need to adapt them to the age and experience of their readers.

Themes

- Inclusivity
- Family
- Kindness
- Diversity
- Acceptance
- Love

Before reading the story

- Open up the discussion by allowing the children to share their initial responses to the front cover of the book. Encourage them to discuss what they see and their responses to it.
  - *What do you notice about the cover illustration?*
  - *What do you like most about the cover illustration?*
  - *What different animals can you name on the cover?*
  - *What do you think the girl on the cover is pointing to?*
  - *What does the cover illustration make you think about?*
  - *How does the cover illustration make you feel?*

- Explain that the title of the book is **Show and Tell**. Ask the children to share their thoughts about the title.
  - *What does* **Show and Tell** *mean?*
  - *Have you ever done* **Show and Tell** *at school? What did you bring to show your classmates and tell them about?*
  - *What do you think the girl on the front cover might bring to school for* **Show and Tell***?*
  - *What do you think might happen in this story?*

- Read the back cover blurb aloud. Explore how the children may change their ideas about the story now that they have more information.
  - *What does* **unique** *mean? What could make a family* **unique***? Why do you think the learner is feeling* **nervous** *about introducing her* **unique** *family?*
  - *What are you most looking forward to hearing about in this story:* **aunts, step-dads, dance crews or ostriches***? Why?*
  - *Do you agree that every family is* **wonderfully different***? Why or why not?*

Reading aloud discussion points

- On pages 1–3 we meet a learner who is feeling nervous about Show and Tell day at school.
  - *What day is* **Show and Tell** *day at the learner's school? What day is today? What day is tomorrow? What day was yesterday?*
  - *What does it mean to feel* **nervous***? Why do you think the learner is feeling* **nervous** *about* **Show and Tell** *day at school? Have you ever felt* **nervous** *about something at school? What did you feel* **nervous** *about?*
  - *What word do you think the teacher is writing on the board on page 2?*
  - *What is the* **Show and Tell** *topic for the class that week?*
  - *Why does the learner feel* **worried** *about bringing her family for* **Show and Tell***?*
  - *What does it mean if a family is* **different***? Is there anything that makes your family* **different***?*
  - *Look at the illustration on page 3 of the learner imagining her family. Describe the learner's family.*

- On pages 4–5 Nandile introduces her family for **Show and Tell**.
  - **Nandile's** *brothers are* **triplets***. What are* **triplets***? Is anyone here a* **triplet** *or do you know any* **triplets***?*
  - *What do you notice about* **Nandile***'s brothers' names:* **Nande, Noncedo** *and* **Nomlanga***? If you were a triplet with rhyming names what would they be?* For example: My name is Sine, my sisters are Sinako and Sikhona.
  - *Do you think* **Nandile***'s parents' names also start with an N sound? Why or why not?*
  - *Look at the illustration of* **Nandile***'s family at* **Show and Tell** *on pages 4–5. What is Nandile's mom doing? Look at the expression on* **Mrs De Bruyn***'s face. How do you think Mrs De Bruyn is feeling? Why do you think that?*
  - *Do you think it was a good idea for the* **triplets** *to come to* **Show and Tell***? Why or why not?*

- On pages 6–7 Albertus introduces his family for Show and Tell.
  - *Which family members did* **Albertus** *bring to Show and Tell?*
  - *What is a* **stepdad***? Does anyone here have a* **stepdad** *or do you know someone with a* **stepdad***?*
  - *What is a* **step-sister***? Does anyone here have a* **step-sister** *or do you know someone with a* **step-sister***?*
  - *What is an* **outside game***? What is Albertus's family's favourite* **outside game***? How do you know this? What is your favourite* **outside game***?*
  - *What is the unusual* **pet** *Albertus's family has? What is the pet's name? If you could have any unusual* **pet***, what* **pet** *would you have?*

- Pages 8–11 Amila introduces her family for Show and Tell.
  - *How many people are in* **Amila***'s family?*
  - *What type of birds does* **Amila** *have as pets? What are their names?*
  - *How many* **puppies** *does* **Amila** *have?*
  - *Look at the illustration of* **Amila's dad** *on page 8. What do you think happened to his leg?*
  - *What was the name of the* **taxi driver** *who carried Amila's* **puppies** *in? Why did he decide to stay?*
  - *Look at the illustrations on pages 10–11. Who do you notice from* **Nandile***'s family in the picture? What are they doing? Who do you notice from* **Albertus***'s family in the picture? What are they doing? Look at the expression on* **Mrs De Bruyn***'s face. What do you think she is thinking? Why do you think that?*

- On pages 12–13 Ethan introduces his family for Show and Tell.
  - **Ethan** *has* **two moms***. Does anyone here have* **two moms** *or do you know someone with* **two moms***?*
  - *What are* **Ethan's moms** *really good at doing?*
  - **Ethan's moms** *prepared a* **picnic** *for the class. What is a* **picnic***? What kind of food would you like to eat at a* **picnic***?*
  - *Why do you think everyone got so* **excited** *about the* **picnic***?*
  - *Describe what is happening in the illustrations on pages 12–13.*

- On pages 14–17 Sanjay introduces his family for Show and Tell.
  - *Why does the classroom start to feel* **quite small** *when* **Sanjay** *introduces his family?*
  - *Who did* **Sanjay** *introduce for Show and Tell? Were all of these people related to* **Sanjay***?* Related means that you share the same family tree. For example: Your parents, grandparents, brothers, sisters, aunts, uncles, and cousins. *How does this explain the way* **Sanjay** *thinks about what family is?*
  - *Even* **the guy who sells spices at the corner shop** *is introduced as part of Sanjay's family, but no one knows his name. Look at the illustration on page 17. What do you think* **the guy** *should be called?*

- On pages 18–19 Thando introduces his family for Show and Tell.
  - **Thando** *lives with his* **aunt***. Does anyone here live with their* **aunt** *or do you know someone who lives with their* **aunt***?*
  - *What is* **free time***? What does* **Thando** *spend most of his* **free time** *doing? What do you like to do in your* **free time***?*

- *Look at the illustration of Thando's* **dance crew** *on page 19. What is a* **dance crew***? How many people are in Thando's dance crew? One of the members of Thando's dance crew is wearing a* **hearing aid***. What is a* **hearing aid** *used for?*
- *If you were in a* **dance crew** *what would you call it? What song would you like your* **dance crew** *to dance to?*

- On pages 20–23 Marli introduces her family for Show and Tell.
  - *What does it mean to feel* **relieved***? Why do you think* **Mrs De Bruyn** *feels* **relieved** *that* **Marli** *only brought her dad?*
  - *What kind of* **farmer** *is Marli's dad?*
  - *Look at the illustrations on pages 22–23. How do you think* **Mrs De Bruyn** *feels when* **ostriches** *run into the classroom? How would you feel if* **ostriches** *ran into your classroom? Name all the different animals that are now running around the classroom.*

- On pages 24–29 the learner finally has a chance to introduce her family for Show and Tell.
  - *The learner is no longer feeling nervous about introducing her family. Why do you think she is no longer nervous?*
  - *What does it mean to be* **different***? Why do you think the learner felt about introducing her* **different** *family?*
  - *What does it mean to be* **adopted***? Is anyone here* **adopted** *or do you know someone who is* **adopted***? If you were friends with the adopted learner, what would you ask her about her family?*
  - *Look at the illustration on pages 26–27. Name the different characters from the story who are acting welcoming.*
  - *What does it mean for a class to feel like* **one big family***? Does your class feel like* **one big family***? Why or why not?*
  - *What does* **lively** *mean? Look at the illustration on pages 28–29. Why do you think the setting is described as being* **lively***?*
  - *Look closely at the illustration on pages 28-29. If you were in the classroom who would you be playing with and why?*

Topics for discussion after reading the story

- Ask the children:
  - *What did you like most about this story?*
  - *What is something you have learnt from reading this story?*
  - *If you were writing this story, what would happen next in the classroom?*
  - *Who do you think should read this story next and why would you recommend it to them?*

Activity ideas for after reading the story

- Ask the children to draw a picture of their family. Display their pictures and see if the children can guess whose family is whose.

- Show and Tell includes a number of different animals (a lizard, chickens, puppies and ostriches) which the children introduce to the class. Ask the children to choose any animal they are interested in to research and present it to their peers.

- Invite members of the children's families or communities to come and share a favourite story with the children. This can be reading from a book or oral storytelling.

Please see the following pages for Grade specific CAPS aligned skills covered in these teaching notes.

CAPS skills covered in teaching notes

Listening and speaking

Grade R

- Listen to stories
- Listen and respond to simple questions
- Listen without interrupting
- Talk about pictures
- Participate in discussion and asks questions
- Ask questions
- Give explanations

Reading

Grade R

- Use pictures to predict what a story is about
- Predict what will happen in a story through pictures
- Recognise and point out common objects in pictures
- Interpret pictures
- Make up own story by 'reading' pictures
- Pretend to read
- Make links to own experience when reading with teacher
- Discuss and describe characters in a story
- Describe characters in stories and give opinion
- Answer questions based on the story read

Listening and speaking

Grade 1

- Listen to and express feelings about a story
- Listen without interrupting, taking turns to speak and asking questions of clarification
- Respond to pictures
- Listen to stories with interest and enjoyment, drawing on a picture to show understanding
- Listens for the detail in stories
- Talk about personal experiences and feelings
- Answer closed and open-ended questions
- Participate in discussions

Reading

Grade 1

- Develop book handling skills (holding the book and turning pages correctly)
- Uses book cover to predict what a story is about
- Use pictures in the book for understanding
- Make up own story by 'reading' pictures
- Discuss a story identifying main idea and characters
- Ask questions related to a story told and read
- Recognise cause and effect in a story
- Give an opinion on what was read
- Answer open-ended questions based on text read
- Interpret information from pictures

Listening and speaking

Grade 2

- Listen to stories and answer higher-order questions
- Listen to a story with enjoyment and answer questions related to the story
- Listen to stories for a longer period with enjoyment
- Listen without interrupting showing respect for the speaker
- Use ever increasing vocabulary when answering questions
- Understand and use appropriate language in context
- Ask questions and comments on what was heard
- Talk about personal experience
- Express feelings about a story

Reading

Grade 2

- Read books as a class with teacher
- Use the cover of a book to predict what a story is about
- Use pictures in the book for understanding
- Identify key details in what was read, such as main characters and setting
- Express whether a story was liked and justify response
- Express personal response to a text read
- Give opinion on what was read
- Answer open ended questions based on text
- Answer higher order questions based on text read
- Recognise cause and effect in a story
- Describe main ideas in a text
- Identify key details in what was read

- Answer closed and open-ended questions and justify answers
- Participate in discussions, asking and answering questions and suggesting ideas
- Discuss different cultures represented in a story

Listening and speaking

Grade 3

- Listen for main ideas and detail in stories
- Listen to story for cause and effect
- Ask questions for clarification
- Express feelings and opinions about text and gives reasons
- Talk about personal experiences
- Answer open-ended questions and justify answer
- Answer higher order questions based on text
- Participate in discussion
- Engage in conversation as a social skill, accepting and respecting the way others speak
- Listen without interrupting

Reading

Grade 3

- Read books as a class with teacher
- Discuss main idea, characters, plot and 'problem' in a text
- Answer a range of higher order questions based on text
- Express whether a story was liked and justify answer
- Interpret information from pictures
- Use illustrations in text to increase understanding