

Ahmad's Show-and-Tell

by Natalie Srour



Kampus Production

Ahmad felt nervous. It was his first day in a new school. His family had just moved to the United States.

Ahmad had learned to speak English in his old school in Syria. But learning words in a book felt different from talking to people.

At the classroom door, he met his teacher.

"Welcome, Ahmad!" Miss Melanie said. "We're excited that you're here!"

Ahmad smiled. But he still felt nervous.

Over the first two weeks, things seemed to go well. He liked playing in the schoolyard. He liked his new teacher. He even liked practicing reading. But he missed his old school and his friends.

Then one day, Miss Melanie said something Ahmad didn't understand: "

Remember, everyone, tomorrow is show-and-tell!"

"What is that?" he asked.

A boy sitting behind him laughed.

Miss Melanie **warned**, "Brandon!" Then she turned to Ahmad. "Show-and-tell is when you bring something from home to class. You show it to us, and you tell us about it. I am sure you will bring something interesting."

"I'm bringing in my brand-new remote-controlled car!" whispered Brandon, a little too loudly.

"Wow," Ahmad replied.

On the school bus home, Ahmad worried. What could he bring? When his family left Syria, his mom had said he could only take things that fit in his backpack. He only took his soccer ball and sneakers, some pencils, and his sketchbook.

At home, Ahmad looked around the room he shared with his little brothers. "There's nothing interesting," he fretted. "The kids will laugh at me again."

Ahmad picked up his pencils and pad and started making a **sketch**. Then he stopped: Maybe that was it! His sketchbook was filled with drawings. There were pictures from Syria: His room, the marketplace, his friends playing soccer.

The pad wasn't cool like a remote-controlled car. But he could show the pictures and tell the kids about them.

He put the sketchbook in his backpack.

The next day, Ahmad spent a lot of time wondering. When would show-and-tell happen? Was it okay that all he brought was his beat-up sketchpad?

After lunch, Ms. Melanie said, "It's time for show and tell, everyone!" She turned to Ahmad and smiled. "Would you like to go first?"

He nodded.

"Come to the front of the room," Miss Melanie said. Ahmad held up his pad. "These are my drawings. They're from my old home, in Syria." He looked out at his classmates. They seemed to be looking and listening closely. "Here is me looking out the window of my room in my old house," Ahmad went on, quietly. "Here is the market where I went with my mother to shop for food," he said a little louder. "And these guys are my friends playing soccer!"

Brandon raised his hand. "That's a cool picture," he said. "Do you want to play soccer after school?"

"I would love to!" Ahmad replied.

That night at home, Ahmad thought about show-and-tell. Then he pulled out his sketchbook and drew a picture of himself playing soccer with Brandon.

Tomorrow, he would show Brandon his drawing. And tomorrow, he would make more memories in this new place he called home.

Name: _____ Date: _____

1. Why was Ahmad at a new school?

- A. His new school has a better soccer team than his old school.
- B. He wanted to do show-in-tell and they didn't do it at his old school.
- C. His family had just moved from Syria to the United States.

2. How does Ahmad feel about show-in-tell after Miss Melanie explains it to him?

- A. excited
- B. worried
- C. bored

3. Read the following sentences from the text.

"At home, Ahmad looked around the room he shared with his little brothers. 'There's nothing interesting,' he fretted. 'The kids will laugh at me again.'

Ahmad picked up his pencils and pad and started making a sketch. Then he stopped: Maybe that was it! His sketchbook was filled with drawings. There were pictures from Syria: His room, the marketplace, his friends playing soccer.

The pad wasn't cool like a remote-controlled car. But he could show the pictures and tell the kids about them."

What conclusion can you draw from this evidence?

- A. Ahmad is excited to share his remote-controlled car for show-and-tell.
- B. Ahmad thinks his sketches could be interesting to share with his class.
- C. Ahmad does not want to play soccer or draw anymore.

4. Why does Ahmad sketch a picture of Brandon and him playing soccer?

- A. He draws things that are special to him and wants to draw a picture of his new friend.
- B. He wants to teach Brandon how to draw like he does so they can both have sketchbooks.
- C. He forgets how to play soccer and uses the drawing to remind him of the rules.

5. What is one main theme of this story?

- A. Sharing special memories can help people connect even if they are from different places.
- B. Learning to draw sketches is a hard skill that takes a lot more time than learning how to play soccer.
- C. Talking and sharing during class is not allowed in many schools in the United States.

6. Read the following sentences from the text.

"At home, Ahmad looked around the room he shared with his little brothers. 'There's nothing interesting,' he **fretted**. 'The kids will laugh at me again.'"

As used in this sentence, what does the word "**fretted**" most closely mean?

- A. thought
- B. worried
- C. smiled

7. Choose the answer that best completes the sentence below.

_____ Ahmad shares his drawings, Brandon asks him to play soccer.

- A. After
- B. Instead
- C. Before

8. What does Brandon do when Ahmad doesn't know what *show-and-tell* is?

9. Why does Brandon invite Ahmad to play soccer with him?

10. At the beginning of the story, Ahmad feels nervous about *show-in-tell*. How do his feelings change after he shares his drawings in class? Use evidence from the text to support your answer.
