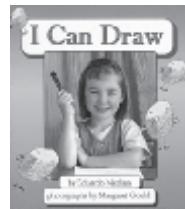


I Can Draw

by Eduardo Medina
photographs by Margaret Gould



Book Summary

I Can Draw is the commentary given by a child as she draws each part of a bird.

Features of the Book

- The repetitive and predictable structure.
- Clear letter spacing.
- Photographs to support the text.
- The change in the use of high-frequency words on pages 2 and 3 from “a” to “the.”
- The exclamation point on page 8.
- The use of inset drawings and photographs to support the use of the labels.
- The “dr” blend – “draw.”
- The hard “c” in “can.”
- The high-frequency words – “I,” “a,” and “the.”

Purpose

I Can Draw can be used in a guided reading session to introduce the following skills and strategies:

- reading a range of simple, high-frequency words in context;
- predicting the story line using illustrations from the book;
- encouraging reading using expression to increase understanding;
- writing labels for a specific purpose.

Introducing the text

Discuss with the children the things they can use a marker for.

- What can you do with a marker?
- What is this little girl drawing?

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

Reading the text

- Reading a range of simple, high-frequency words in context.

■ Predicting the story line using illustrations from the book.

■ Encouraging reading using expression to increase understanding.

Page 2

- What is she telling us she can draw? How do you know?

Page 3

- Which part is she drawing first?
- Which word changes on the page?

Page 4 – Look at the little photograph in the top left corner.

- Can you see what she is drawing now?
- What shape is that?

Page 5 – The bird can see now.

- How do you know that?

Page 7

- Which part has she got left to draw?

Page 8 – Explain the exclamation point to the children.

Children now read the book independently.

Revisiting the text

- Which words are the same on each page? Can you point to them?
- Can you find the different word on page 2?
- What is it?

Discuss the hard “c” in the word “can.” List other words the children know that begin like this.

Discuss the “dr” blend in “draw.” Ask the children to tell you other words that begin like “draw.” List them on a blends chart.

Following Up

■ Writing labels for a specific purpose.

→ The children could use a paper plate to make a bird’s body. Use colored paper to make the beak, eyes, wings, and legs and write labels to name each part.

■ Complete the blackline master opposite.