



by Elizabeth Craker • photographs by Kate Handley

Running words: 39

## Book Summary

A family are ready to go out, but before they leave, they have to find one of the children.

## Building Basic Skills

**High-frequency words** – Here, I, Am, is, looking, for, me, here, am

**Content words** – Mom, Dad, Adam, Jody, Kim, Sam

**Repeated phrase** – is looking for me

**Phonics and phonemic awareness** –

M (Mom), m (me, Mom, Kim, Adam, Sam, am), D (Dad), d (Dad, Adam, Jody); word ending -ing (looking)

**Punctuation** – periods, capital letters, exclamation points

## Special Feature

Same words used in different sentence structures on pages 14 and 16

## Skills and Strategies

*Here I Am!* can be used to introduce and reinforce:

- encouraging children to read using expression to increase understanding
- reading a variety of simple high-frequency words in context
- responding to simple questions about the story content

**B** writing using the conventions of capital letters and periods.

## Materials

- copies of words and punctuation for this book from page 92, cut and ready for use
- copies of BLM, markers, pencil
- family photograph or picture
- word cards for “m” and “d” words, two large hoops
- magnetic letters
- old magazines, glue, scissors, paper

# Here I Am!

by **Elizabeth Craker**

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## Introducing the Text

Using a photograph or picture, begin a discussion by telling children about the people who live in your home. Encourage them to share the names of the people and pets living in their own homes. *Does your pet help you sometimes?*

## Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *In this book, we see a family in their home. They are all ready to go out except this little girl. The family are looking for her.*

**Page 3** – *Mom is ready to go out. How can we tell? Who do you think will go out with her?* Identify the capital and lowercase “m” in “Mom.”

**Page 5** – *Where is Dad looking for the girl? Do you think she is in the pantry?* Identify the capital and lowercase “d” in “Dad.”

**Page 7** – *This is Adam. Where is he looking? Why?*

**Page 9** – *Do you think Jody has found her? How might Jody be feeling?*

**Page 11** – *Is Kim getting closer? What makes you think that?*

**Page 13** – *Who else is looking for the girl? The people were using their eyes to find her. What is Sam using?* Identify the exclamation point at the end of the sentence and read the page aloud to children. Discuss reading with expression.

**Page 15** – *Who found her? How do you think the family will be feeling now?*

**Page 16** – *Draw children’s attention to the exclamation point. What kind of voice should you use to read this page?*

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title

page. Identify the exclamation point on the cover and remind children that they need to use an expressive voice when a sentence ends with an exclamation point.

**Page 2** – Establish where to start reading and encourage children to point to each word as you quietly read aloud together.

**Page 4** – Point to the first word and begin quietly reading aloud together, leaving the last couple of words for children to read quietly to themselves

**Pages 6–16** – Encourage children to read the remaining pages quietly to themselves, pointing to each word. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

## Revisiting the Text

- Recall the story by discussing where the family looked for the girl and how they got closer to finding her.
- Find words in the story that include capital and lowercase “d” and “m.” Place two large hoops on the ground to create a Venn diagram. Using the word cards, place the “m” and “d” words in the appropriate places in the hoops.
- Using the words and punctuation for this book from page 92, reassemble the sentences with children. Note that “look” and “ing” have been separated to highlight “ing” as a word ending.

## Following Up

**B** On the BLM activity opposite, children practice writing the word ending “ing” and draw a picture of themselves.

- Using magnetic letters, children work in pairs to recreate the high-frequency words from the story. One child can make the word while the other reads and checks it.
- Children cut pictures of people from old magazines and glue them onto paper to represent a family. Record names underneath using initial capital letters.