

# I Can See the Leaves

by Beth Becker

photographs by Mark Round



## Book Summary

This story follows the procedure at an optometrist's as a young boy is examined and fitted for glasses.

## Features of the Book

- The use of reported speech.
- Large blocks of text.
- The boy's observations – "The clouds had edges! I could see the leaves."
- Indirectly reported speech on pages 4, 7, and 10.
- Specialized language – "optometrist," "chart," "glasses," "lenses," and "frames."
- The contractions – "won't," "I'll," and "I'm."
- The extensive use of punctuation – question marks, ellipses, and exclamation points.

## Purpose

*I Can See the Leaves* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** discussing new vocabulary and extending understanding;
- S** understanding the punctuation cues and their meanings;
- S** writing in a similar style to that of the story;
- S** developing the skill of writing using direct speech.

## Introducing the text

Talk about items such as hearing aids, glasses, and braces for teeth.

- *How would you know that you needed a hearing aid/glasses? Where would you go to get them?*

Encourage the children to talk about their own experiences. Read the title and the names of the author and photographer to the group.

- *What do you think this boy has had to get?*
- *Why do you think the title is I Can See the Leaves?*

## Reading the text

- S** Discussing new vocabulary and extending understanding.
- S** Understanding the punctuation cues and their meanings.

Pages 2 and 3 – Establish who is telling the story, drawing attention to the direct speech.

- *Why is the boy sitting so close to the TV?*
- *Where are the boy and his father going?*

Point out the word "optometrist" so that children become familiar with the word.

Pages 4 to 8 – Look at the photographs and ask the children what is happening in each one.

- *Do these look like the glasses people usually wear?*

As you talk about the photographs, introduce the special vocabulary.

- *What do you think the optometrist is writing?*

Pages 9 to 11

- *Does he look happy with these frames?*

Pages 12 and 13

- *How can you tell that this is a different day?*

Discuss the boy wearing his glasses.

- *Will things look different?*

Pages 14 to 16 – Discuss how things have changed for the boy.

Children now read the book independently.

## Revisiting the text


Discuss the punctuation used in the questions.

- *Why are there some with ellipses and others without? Why do you think the author used these?*

Discuss what is happening during the time shown by the ellipses.

## Following Up

- S** Writing in a similar style to that of the story.
- S** Developing the skill of writing using direct speech.

 Make a book about a visit to the doctor, the hospital, or the dentist. Encourage the children to incorporate direct and indirect speech in their writing.

- B** Complete the blackline master opposite.