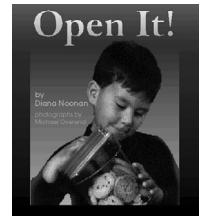


# Open It!

by Diana Noonan

photographs by Michael Overend



## Book Summary

Two children demonstrate a variety of ways to open things.

## Features of the Book

- The strong visual cues in the photographs.
- The high-frequency words – “it”, “the”, and “to”.
- The use of challenging verbs to describe opening action.
- The identical format of text and photographs in the first three spreads.
- The rhyme and rhythm in the text – “rings” and “things”.

## Purpose

*Open It!* can be used in a guided reading setting to introduce the following skills and strategies:

- sharing own experiences related to the content of the story;
- monitoring the reading and ensuring it is making sense using meaning, structure, and visual information from the story;
- responding to simple questions about the story’s content;
- writing labels for a specific purpose.

## Introducing the text

Ask the children to close their eyes and imagine they are at home, just waking up.

- *Between waking up and arriving at school, how many things do you open?*

Have the children open their eyes as you hold up the book.

Look at the cover of the book.

- *What is the boy doing with the jar?*
- *How do you open a jar like this one?*

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

## Reading the text

- Sharing own experiences related to the content of the story.

- Monitoring the reading and ensuring it is making sense using meaning, structure, and visual information from the story.

- Responding to simple questions about the story’s content.

Focus on the action in the photographs and how the children are using their hands. Look at the title page and discuss what the boy is doing.

- *How do you open a jar with a lid like this?*

Pages 2 and 3

- *How is the boy opening the envelope?*
- *Have you ever received a package in the post? How did you open it?*
- *How can the girl open her diary? What is she using? What does she have to do to make it work?*
- *What other things do you turn to open?*

Pages 4 to 7 – Discuss the remaining photographs and how each object is opened.

Page 8

- *Why are so many things covered up? What would happen if they were not?*

The children now read the book independently.

## Revisiting the text

- *Why has the author written the story like this?*

Look at each action and ask for other suggestions, for example, tear, unzip, unscrew, and pinch.

- *Did you find any of the words in the story hard to read? Which photographs helped you the most?*

Look at the short “i” in “rip”, “it”, “twist”, and “lift”. List others.

## Following Up

- Writing labels for a specific purpose.

✂ Display a range of items that can be opened. Assist the children to write labels about how each is opened.

- Start an “ing” list, to be added to over time. Begin with the two words in this story – “rings” and “things.”

- Complete the blackline master opposite.