

# All Kinds of Eyes

by Bill Gaynor



## Book Summary

*All Kinds of Eyes* is a close-up look at some very unusual eyes.

## Features of the Book

- The variation in text size.
- The way the text wraps around some of the illustrations.
- The use of adjectives – “big,” “small,” “tiny,” “round,” “bulgy,” and “bright.”
- The irregular pronunciation of “eyes.”
- The two spellings and meanings of “its” and “it’s.”
- The blends – “th,” “cr,” “st,” “sl,” and “sn.”
- The challenge of the text layout.
- The high-frequency words – “has,” “have,” “for,” “look,” and “like.”

## Purpose

*All Kinds of Eyes* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** encouraging rereading of the text to clarify understanding;
- S** using a range of punctuation to read expressively;
- S** reading an increasing range of high-frequency words in context;
- S** selecting information from the story for a specific purpose.

## Introducing the text

The illustrations on the cover give strong clues as to the content of the book. Introduce the title and discuss the eyes the children can see on the cover. Read the title and the name of the author to the group. Point out the graphic device of the eyelashes.

## Reading the text

- S** Encouraging rereading of the text to clarify understanding.

- S** Using a range of punctuation to read expressively.

- S** Reading an increasing range of high-frequency words in context.

Pages 2 and 3 – Discuss why the eyes are on stalks.

Pages 4 and 5

- What do this spider’s eyes remind you of? (a ring, a crown)

Count the clam’s eyes.

- What do they look like?
- Why do you think an animal might need more than two eyes?
- What happens when the clam shuts its shell?

Pages 6 and 7 – Talk about the children’s own experiences with these animals.

- Who has seen/heard an owl at night?

Pages 8 and 9

- Are these really eyes?
- What do you think the moth has big dots on its wings for?
- What other animals have dots or circles on their bodies? Do they all look like eyes?

Pages 10 and 11 – If you have fish in the school, spend some time looking at and describing their eyes.

- How are our eyes different from a fish’s eyes?

Page 12 – Spend a minute discussing the question that the girl is asking.

Children now read the book independently.


## Revisiting the text

Use the book’s range of punctuation to highlight the use of pauses.

Find the words that tell about the size/shape of the eyes – “big,” “small,” “tiny,” “round,” “bulgy,” and “bright.”

## Following Up

- S** Selecting information from the story for a specific purpose.

 The children could write sentences to answer the question on page 12.

- B** Complete the blackline master opposite.