

I Can See

by Sarah Wilson



Running words: 41

Book Summary

This is a simple animal counting book, where the number of animals increases on each page. The final page breaks the pattern and provides a surprise.

Building Basic Skills

High-frequency words – I, can, see

Content words – elephant, horses, zebras, pigs, monkeys, puppies, penguins, bees

Numbers – one, two, three, four, five, six, seven

Repeated phrase – I can see

Phonics and phonemic awareness – s (see, horses, zebras, pigs, monkeys, puppies, penguins, lots, bees, six, seven)

Punctuation – full stops, exclamation mark

Special feature

Counting book, showing one-to-one match with animals

Skills and Strategies

I Can See can be used to introduce and reinforce:

- recognising the relationship between numbers and their words
- pointing one-to-one at each word to ensure an appropriate match
- reading a variety of simple high-frequency words in context
- predicting based on the pattern in the book.

Materials

- copies of words and punctuation from the Word Cards reproducible for this book, cut and ready for use
- copies of the BM, scissors, glue, pencils

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Introducing the Text

Stimulate discussion about animals by showing the group some photographs of a range of animals. Talk about their features, what they might eat, and where each animal might live.

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're going to look at all kinds of animals and count them.*

Page 3 – *What kind of animal is this? Where does it live?*

Page 5 – *What are these animals called? Have you ever seen a real horse? Have you patted one? How many animals will be on the next page?*

Page 7 – *Were you right? What kind of animals are they?*

Page 9 – *What are these animals? What noise do they make? Can you count them?*

Page 11 and 13 – *Predict the number of animals that will appear before you turn each page? Talk about the animals, their features, and where they might live.*

Page 12 – *Where do these insects live? How is this page different from the others? Can we count the bees?*

Reading the Text

Hand one book to each child. Together, read the title and the name of the author on both the cover and the title page.

Page 2 – Clarify where to begin reading and ask the students to point to each word as you read the sentence aloud together.

Page 4 – Read this sentence aloud and observe the accuracy of the students' one-to-one matching.

Pages 6 to 12 – Ask the students to read these pages quietly to themselves. If a student encounters difficulties, encourage the use of reading strategies such as attempting the initial sound of a word. Note the exclamation mark at the end of the final sentence and encourage expressive reading of this sentence.

Revisiting the Text

- Discuss each animal and encourage the students to recall any information you've talked about, such as where the animal lives or the kind of food it eats.
- Ask the students to identify the high-frequency words "I", "can", and "see" from a variety of pages in the book.
- Using the Words Cards for this title, reassemble the sentences with the students.

Following Up

- Using the BM for this story, the students cut and paste the number words on to the page and then write the names of the animals on the lines.
- Each student chooses their own animal and number to complete the sentence "I can see _____. " and then draws that number of animals.
- In pairs, students take turns to read pages of the story to each other.