



Running words: 41

# I Can Open It

by Linda Thomas

## Book Summary

In this book, children show that there are many ways to open things. Vivid photographs show a range of everyday settings and objects, and the ending, though it breaks the repeated pattern, will be familiar to all children.

## Building Basic Skills

High-frequency words – I, can, the

Content words – jar, can, box, book, door, bottle, letter, biscuit

Repeated phrase – I can open the \_\_\_\_.

Phonics and phonemic awareness – Initial consonants – b, c, d, j, l

Punctuation – full stops, exclamation mark

## Special feature

This informational text explores the many actions involved in opening things – from tearing open a letter to using a can opener.

## Skills and Strategies

*I Can Open It* can be used to introduce and reinforce the following skills and strategies:

- recognising the relationship between words and images
- pointing one-to-one at each word to ensure an appropriate match
- reading a variety of simple high-frequency words in context.

## Materials

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

## Introducing the Text

Stimulate discussion by showing the students a range of containers:

- *What is this called?*
- *How would you open this can?*
- *What kinds of lids do these bottles have?*

Encourage the students to use words that describe the actions involved in opening each container.

## 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 read about the ways that we open things.*

Page 3 – *What are these girls doing? What have they opened? What might be inside?*

Page 5 – *What is this girl using to open the can? What can you find inside cans?*

Page 7 – *When do we see boxes that look like this? Can you always lift the lid off like this boy is doing? How else can you open a present in a box?*

Pages 9 to 15 – *Discuss the objects that appear in the photographs, and how the children are opening them.*

Page 16 – *How will the children get the biscuits out of the jar? What kind of lid is this?*

## 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 together and observe the accuracy of the students' one-to-one matching.

Pages 6 to 16 – 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 on page 16, and encourage expressive reading of this sentence.

## Revisiting the Text

Discuss each container and the ways you can open it. Ask the students to discuss the kinds of thing that might be in each container.

- *What kinds of things come in envelopes? Is it always a letter?*
- *What kinds of doors do you know? How would you open a sliding door?*

As the students to identify the high-frequency words "I", "can", and "the" 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 can complete the sentences. The task increases in complexity as the students move down the sheet. To finish, the students can draw three objects from the book.
- Each student can choose something that opens. It can be from the book or something else. They can draw a picture of the object. Underneath they can write, "I can open the \_\_\_\_."
- In pairs, students can take turns to read pages of the story to each other.