



Running words: 67

## Book Summary

In the animal kingdom, there are eyes of all shapes, sizes, and colours. This book explores some of the more unusual examples, and ends with a twist in the storyline.

## Building Basic Skills

High-frequency words – Look, at, the, It, has, little, big, of, no

Content words – cat, crab, eyes, fish, frog, owl, snail, spider, worm

Repeated phrases – Look at the \_\_\_\_\_. It has \_\_\_\_ eyes.

Phonics and phonemic awareness – consonant blends: cr, fr, sn, sp

Punctuation – full stops, exclamation mark

## Special feature

The content of the book has cross-curricular links with the science theme of animals, birds, and insects.

## Skills and Strategies

*Look at the Eyes* 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
- using texts as models for own writing
- asking questions of the text.

## Materials

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

# Look at the Eyes

by Lisa Moore

## Introducing the Text

Encourage discussion by asking the students to work in pairs. Ask questions such as:

- *How would you describe your partner's eyes?*
- *What colour are they? What shape are they?*
- *Do you have a pet? What do your pet's eyes look like?*

## 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 are going to be reading about some interesting eyes.*

**Page 3** – *What kind of animal is this? Can you see where its eyes are?*

**Page 5** – *How would you describe these eyes? What do you call this kind of bird?*

**Page 7** – *This animal has eyes like the first animal we looked at. How are they the same?*

**Page 9** – *These are big eyes like the owl's eyes. How are they different? (shape of pupils)*

**Pages 11 to 15** – *Discuss the animals and the shape and colour of their eyes.*

**Page 16** – *What kind of animal is this? How is it different from the other animals? (It has more eyes than any of the others.)*

## Reading the Text

Hand one book to each child. Together, read the title and the name of the author on 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 and their return sweep between lines.

**Pages 6 to 16** – Ask the students to read these pages quietly to themselves. If a student has 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 note the similarities and differences, for example, the spider and the crab don't seem to have pupils; the crab and the snail have eyes on stalks. Ask the students to discuss other animals and the kinds of eyes they have.

- *Why is the worm not like the other animals in the book?*
- *What other animals or insects have no eyes/more than two eyes?*

Ask the students to identify the high-frequency words, "Look", "at", "the", "It", "has", "little", "big", "of", and "no" from a variety of pages in the book.

Using the Word Cards for this book, reassemble the sentences with the students.

## Following Up

- Using the BM for this story, the students can write the names of the animals, complete the sentences, and draw the animal to clearly show the eyes.
- Each student can write the name of their own object or animal to complete the sentence, "The \_\_\_\_ has \_\_\_\_ eyes." and then draw the animal with the correct number of eyes.
- In pairs, students can take turns to read pages of the story to each other.