

Look at the Eyes

by Lisa Moore



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

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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.