

I Can Help

by Zac Summers





Overview

In this book, children explore ways of helping other people and each other. (Big idea: People need to help each other.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- evaluating ideas and information. 

It supports the following **non-fiction strategy**:

- using photos to add meaning to the text.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor word – *help*
- Content words – *brother, dad, friend, mum, sister, teacher*
- High-frequency words – *can, I, me, my*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (helping one another), which expands on pages 14 and 15 of the anchor book *Discovering My World*
 - preview question on the back cover
 - action photographs
- Word study:
 - initial consonant blends – “br”, “fr”
 - words that begin and end with same letter – *mum, dad*
 - words that end in “er” – *brother, sister, teacher*
- Capital letters
- Simple, repetitive text
- Change in structure on page 8



Setting the scene

If you have already introduced the topic using the Whole-class Introduction and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 14 and 15 of the anchor book.

Talk about how the students help at home.

- *How do you help your mum?*
- *How do you help your dad?*
- *How do you help your brother or sister?*

ELL support

Just as it's important for readers and writers to be immersed in print, it's equally as important for ELL students to be immersed in talk. ELL students need to do lots of talking, as well as listening, to build their responding and listening skills.

Introducing the book

Front cover – Discuss the photograph. *What are these children doing? Why do you think they are doing that?* Read aloud the title.

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Discovering My World*. Read aloud the anchor word on the other side. Tell the students that they can point out when they find it in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. Discuss the photograph. *What is the girl doing?* Remind the students that the book is about helping. *Who might she be helping?*

The first reading

Page 2 – Point to the photograph on page 2. Read the text with the students. Read “I can help my” then ask the students look at the photo and to read “mum”. Look carefully at the word. *What are the mother and daughter doing?*

EI

Page 3 – Read “I can help my”, then ask the students to read “dad.” (**Evaluating ideas and information**) *How might the boy help his dad? How do you think Dad feels about the boy helping him? How do you know?*

MC

Page 4 – Follow the pattern, reading “I can help my” with the students finishing the sentence. (**Making connections**) Discuss the photograph. *Do you do this job at home? Do you like it?*

MC

Page 5 – Read “I can help my” with the students reading “brother”. (**Making connections**) Discuss when they have helped wash a car. *What word describes when we do something for someone else? (help) Put your finger on the word.*

Page 6 – Reverse the shared reading. Ask the students to read “I can help my”, then you can read “teacher”. Discuss the photograph. *What do you think the teacher has asked her to do? How do you help your teacher?* (**Making connections**)

MC

Page 7 – Have the students repeat the choral pattern of reading the sentence and the teacher saying the word. Discuss the photograph. Explain that the two children are friends. *How are they helping each other?*

Page 8 – Observe the change in the picture and the text. Offer support for the change in sentence pattern. Refer to the previous page and find the word “friend” if necessary. Check that the students use one-to-one correspondence. Make sure they say “me” not “my”. (**Evaluating ideas and information**) *How do you help your friends? How do they help you? Why is it good to help each other?*

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Vocabulary activity

Focus word: help

1. Read page 2. *I can help my Mum.*
2. Say “help” with me.
3. Explain that “help” means to do something for another person.
4. Tell the students that we can use “help” in different ways.
 - *My grandmother needed help to walk up the stairs.*
 - *The pretty pictures help make the room look brighter.*
 - *She was struggling to carry all the groceries, so I offered to help.*
5. Do the following activities:
 - Ask the students to think of people in the community who help us. Have them draw a picture of these people. For example:
 - police
 - firefighters
 - paramedics
 - doctors
 - nurses.
 - Have them discuss how they have helped people. Prompt: “I help my [mum] by [making my bed].” Encourage the students to explore the ways they can help people such as family members, friends, and neighbours.
6. *What is the word we’ve been learning that means doing things for another person? Say “help” with me.*

ELL activity

Language objective: Developing understanding of content words

- *What’s the title of the book?*
- *Let’s look at the pictures together and see how the children are helping.* Do a picture walk with the students. Encourage them to share who they see and what they’re doing. *The boy helps his brother wash the car.*
- Ask the students whether they help with the things in the book. *Who helps wash the car? Who helps with the dishes?*
- Write a sentence for each students that tells how they help someone. *I help my mum do the washing. I help my dad wash the car.*
- Ask the students to read their sentences to you. Encourage them to demonstrate voice-print-match.
- The students can illustrate their sentences and read them to a partner or the group.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing whether they are using the pictures to provide clues.
- Check that they use one-to-one correspondence.
- The students should be able to fluently read the sentence pattern “I can help my ____.”

2. Stop and learn

a. Decoding/word attack activities

Practising initial blends

- Write “brother” on the board.
- Explain that “br” is a blend and that it sounds like a “b” and an “r” have been squashed together. Have the students practise saying the blend.
- Give examples of other words that start with “br” (branch, bread, brick, bridge, bride).
- Repeat for “fr” (frog, fruit, friend, freckles, frown).

BLM – Sorting pictures using “br” and “fr” blends

Ask the students to identify each picture. Have them say the word aloud and listen for the first sounds. They can then cut out each picture and paste it under the “br” or “fr” headings.

Practising word endings

- Write “brother”, “sister”, and “teacher” on the board.
- Ask the students to read the words aloud with you. Emphasise the “er” ending.
- Ask them what they notice about the words. Focus their attention on the endings and underline them.
- Encourage the students to think of other words that end in “er” (helper, mother, after, hotter, water, other, colder).

b. Comprehension activities

- Discuss how the book tells us about helping people. *How do we know that the children enjoyed helping?* Explain that the book shows that helping other people can be fun. *Look again at the pictures. What do you notice about the people’s faces? (smiling) How does it feel when someone helps you do something?* List the students’ ideas and display them in the classroom. Refer to them when you see a student helping someone.

BLM – Drawing pictures to match captions

The students can read the sentences on the BLM and think of ways they can help these people. They can draw a picture to match each sentence.

c. Writing activities

Have the students write:

- a list of ways they can help their teacher
- a shared writing thank-you card to someone who helps them at school, for example, a caretaker
- a shared writing, morning message, or joined activity about helping someone.

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Interview a police officer about how he or she helps people.