

I Can Read

by Margaret Malcolm

photographs by Adrian Heke

Overview

This book features a boy proudly reading to some important people in his life at home and school. There is an audio version on the Ready to Read CD *Readalong 2005*.

Suggested purposes

This book supports the comprehension strategy of making connections and provides opportunities to practise one-to-one matching, cross-checking, and recognising high-frequency words. Subtle text changes make this a great text for teacher monitoring at the end of the Magenta level. It links well with *I Can Write*.

Text features

(Focus on only one or two per session.)

•	the high-frequency words “can”, “I”, “my”, “to”
•	the subtle text changes (the addition of “my” from page 5 onwards and the compound word “myself” on page 8)
•	the names of the characters
•	the use of capital letters for names and for the book titles in the photographs
•	the changes of setting and time
•	the delight of the new reader, captured in the photographs
•	the triumphant ending and exclamation mark on page 8
•	the Ready to Read books shown in the photographs.

Introducing the text

Help the children to make connections with their own reading experiences. *Who do you like reading to?* If the name “Nana” doesn’t come up in the conversation, make sure you feed it in as a support for the reading.

The first reading

Look at the cover. What is this boy doing? Who is he reading to? The children may infer from the photograph that the little girl is his sister. We’ll find out when we read the book. I wonder if she’s enjoying the story ...

Focus on the title. *What’s the boy telling us?* Ask the children to read the title, pointing to each word as they do so. Read the names of the author and the photographer.

Title page – Listen to the children read the title again. Encourage them to predict who

he's reading to here. *I wonder who else he might read to ...*

Remind the children of the strategies you want them to focus on during the reading. Listen to them read the text themselves, providing support and feedback as necessary. Enjoy their excitement as they discover the familiar books in the photographs.

Pages 2 and 3 – Encourage the children to read these pages and to cross-check. *How do you know that that word says "Mum"? Some children may say "my mum" or "my dad". Read that again to check. Did your finger match the words?*

Page 4 – If the children say other names for "Nana", encourage them to cross-check, using the initial letter. (If necessary, clarify that "N" is the upper-case form of "n".) If any children say "Nanny", praise the attempt and then tell them the word. Generally, at this level, it would be too much to expect them to cross-check the final letter, but you could briefly point this out.

Page 5 – Observe whether the children manage to maintain one-to-one word matching when the word "my" is introduced into the sentence. *What did you notice about the words on this page? Show me the word "my".* Remind the children of their prediction (from the cover) that this girl was the boy's sister. *If the word was "sister", what letter would it start with?* Briefly review the children's other predictions (from the title page) about who else the boy might read to.

Page 6 – *Who is he reading to here?* Encourage the children to peruse the supporting detail in the photograph and to cross-check using the initial sound. If necessary, confirm that this is indeed the boy's teacher.

Page 7 – Encourage the children to cross-check to confirm that the boy is reading to his friend.

Page 8 – *How does the author want us to read this page? How do you know?* Draw the children's attention to the exclamation mark and to the smile on the boy's face as he enjoys the book by himself. Enjoy rereading the last line triumphantly! *Do you read to yourself? What do you read?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text. Observe their attempts to maintain directionality and one-to-one word matching and their use of cross-checking. Those children who are managing confidently are probably ready to move on to the Red level. Take a running record to confirm this.

Have the children talk with a partner about how their reading experiences compare with those of the boy in the book.

Speculate about what the people in the photographs are thinking. *What does your dad say when you read to him?*

Ask the children to think of all the people they might read to. Make a list of these names, helping the children to identify the dominant initial sounds.

Discuss the Ready to Read books featured in the photographs. Encourage the children to choose their favourite one and say why.

Draw the children's attention to the use of capital letters for names and titles. Think of other names that start the same way. Yes, "M" for "Mum" and "M" for "Manu".

Use magnetic letters to review and match the upper-case and lower-case forms of any initial letters that the children had difficulty with.

Ask the children to locate some of the high-frequency words. Find the word “my” on page 5. Can you find “my” on the next page? Tell me the letters in the word. Now find “to”. How do you know that it says “to”?

Write the word “myself” on the whiteboard or make it with magnetic letters. Draw the children’s attention to the “my” part of the word by separating and then rejoining the compound word.

Suggestions for further tasks

Listen to the audio version on the CD *Readalong 2005*.

Encourage the children to read to one another in pairs.

Record the children reading aloud. Make the recording available so that the children can enjoy listening to themselves as readers.

Read the books featured in the photographs to the children and put them in a box for them to return to or listen to on the listening post.

Have the children draw pictures of themselves reading to other people or take photographs for a computer slide show. Add captions that reuse or innovate on the structure of this text, for example, “I can read to ...”, “Ryan can read to ...”, or “I can read in the ...”. Print off copies for the children to make into their own “I Can Read” books.

Follow up by reading *I Can Write* in a subsequent guided reading lesson.

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