

I Can Catch

GOALS

Comprehension

Retell the story using the pictures on each page as a guide

Vocabulary

High-frequency Words: I, can, the, a, an

Content Words: catch, ball, cat, balloon, hat, umbrella, rain, cold

Phonemic Awareness

Recognise and produce words that begin with the same sound: /c/

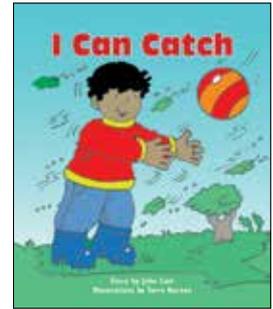
Phonics

Letters and Sounds: c

Words to Blend and Segment: cat, can, cab, cap, cot

Fluency

Model fluent reading of a section of the story for students to repeat



A boy is good at catching things.

Before Reading

- Read the title. Ask students if they have ever played catch? Can they catch a ball?
- Together look at the cover of *I Can Catch*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Is the boy catching or throwing? How do you know? Look at the title page illustration. Where is the ball now? What is the boy doing? Who else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. Ask: What is the boy doing on each page? What about the kitten? Before turning to page 16, predict the ending. What might the boy catch next?

Reading the Text

- Read the title and the names of the author and illustrator.
- Read the title page together. On page 2 have students discuss what they think the boy is doing in the picture. Read the words together, *I can catch a ball*. Follow this pattern for each page, discussing the picture and reading the words.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What did the boy catch in the end? Why do you think he caught a cold? Why is the word *Aaachoo!* on the last page in big bold print? Create awareness of the exclamation mark and the reason for it. Practise saying *Aaachoo* with a full stop and then an exclamation mark to hear the difference.
- Retell the story in order using the pictures on each page as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /c/ Emphasise the /c/ sound as you say *cat, can, cab, cap, cot*. Brainstorm more words together, e.g. *cow, car, cut*. Say them slowly, emphasising the /c/. Students repeat in the same manner.

Phonics

- Discuss the name and sound of the letter c. Write cvc words *cat, can, cap, cab* and *cot* on the board to practise blending and segmenting the sounds together as a group. e.g. Students listen to and repeat the sounds in *can* /k/ /a/ /n/. Say the sounds separately, then blend them together slowly. Illustrate using alphabet letters *c, a, n*, touching them as the sounds are made for the word *can*.

Word Study

- Talk about the words *I, can, the, a, an*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *can* and *I* on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words, *I can catch a _____*. They find the final word in the story and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the story for students to repeat, e.g. pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern *I can catch a...* Ask: What is something you can catch? e.g. *I can catch a dice/pencil/ball*. Students write the story and illustrate it.
- Model making a flow chart to show the order of the story. Use arrows, e.g. *Catch ball* > *balloon* > *hat etc*. Students can use the chart for a retelling of the story.

Home/School Link

Students take the book and any related activity done in class home to share with family.