

# I Look

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** I, at, a, me, look

**Content Words:** cat, dog, bird, frog, flower, tree, pond

### Phonemic Awareness

Recognise and produce words that have the same sound: /a/

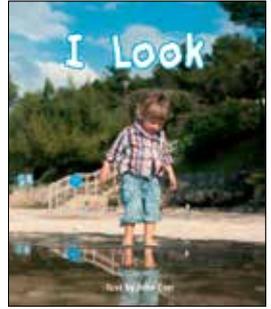
### Phonics

**Letters and Sounds:** a

**Words to Blend and Segment:** at, an, as, cat, sat

### Fluency

Students practise reading the book on their own and then orally to the teacher.



A boy recounts what he sees around him.

## Before Reading

- Have students look at the cover and describe what they see. Predict what the title might be. Read the title together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Have students notice that these illustrations are photographs. Explain that this is a nonfiction book and the pictures are providing information.
- Talk/walk through the pictures. Discuss what is being looked at on each page, then find the word that matches the picture on page 2. Make sure students know the meaning of *first letter* and *begins with*. Look for the word that begins with the /c/ sound. Point to *cat*. Ask: How did you figure that out? Yes, you can figure out new words using the first letter sound of a word and looking at the picture. Continue on in this way to page 15. Before turning to page 16, ask students what they think might happen.

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss what the boy is looking at then read the words together. (Students point to the words as they are read.) Check that they make sense (match the picture), look right and sound right.
- Follow this pattern for each page. Notice the punctuation. Remind students to stop at fullstops.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Where else can you look at yourself?

## **Phonemic Awareness**

- Recognise and produce words that have the same sound: /a/ e.g. *at, as, am*
- Students listen to and hear as you say the words. Emphasise the /a/ sound as the word is spoken. Think of more words starting with /a/ e.g. *apple, ant, act, ash*

## **Phonics**

- Discuss the name and sound of the letter a. Write *cvc* words *at, cat, mat, pat* and *sat* on the board to practise blending and segmenting the sounds together as a group. e.g. /s/ /a/ /t/ *sat*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *I, at, a, look, me*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of something from the book and write the matching sentence from the text. e.g. *I look at a frog.*

## **Fluency**

- Students practise reading the book on their own and then orally. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

## **Writing**

- Students write a new story using the same pattern. Model on the board for them.  
*I look at a \_\_\_\_.* e.g. *I look at a cow.* They write their text and illustrate it.

## **Home/School Link**

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