

Can You See Me?

GOALS

Comprehension

Retell the text using the photos on each page as a guide. Where were the creatures hiding?

Vocabulary

High-frequency Words: back, call, help, live, over, round, take, there

Content Words: coral, crab, crawl, creatures, diver, hermit, hide, reef, sea, star

Phonemic Awareness

Recognise and produce words that have the same ending sound: /k/

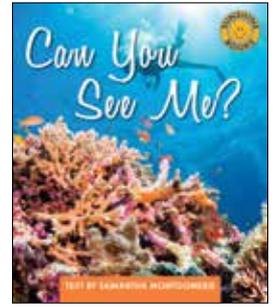
Phonics

Letters and Sounds: ck (k)

Words to Blend and Segment: back, black, kick, pack, pick

Fluency

Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.



The coral reef is like a garden where there are many creatures and plants.

Before Reading

- Look at the cover together. Read the title to students and then read it together. Discuss what they see in the pictures on the cover and title page. Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Have students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the sea creatures on each page and how easy or tricky they are to see. Bring words like *coral*, *crab*, *crawl*, *creatures*, *diver*, *hermit*, *hide*, *reef*, *sea* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together including the table of contents. Ask: What does the reference to *beautiful garden* mean? Do you know that there is a garden in the sea?
- On pages 2–3, ask: What is the garden made of? Look for tricky words like *different*, *creatures*, *coral*, *beautiful*. Break the words into chunks or syllables, e.g. *diff/er/ent*. They read the text, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *hermit crab*. Talk about what makes the crab tricky to see. Find the word *home* on page 4. Ask: What is the hermit crab's home? Read the words together.
- On page 5, look for words starting with /sc/. Have students try to decode these. *Sc/ut/tle*, *sc/am/per*. The author has used interesting words to describe how the crab moves across the sand. Ask: Have you ever seen a crab move? Say *scuttle* and *scamper* quickly. Notice the sounds of the language with the /sc/ sound repeated. (alliteration)
- Follow this pattern discussing the pictures, what the different creatures are and how they keep safe before reading the words.
- On page 16, confirm their predictions. Use the Index to find information about a giant clam.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the photos on each page as a guide. Where were the creatures hiding?
- Discuss the ending and why the sea garden is a beautiful place. How do sea creatures hide there? (camouflage)
- What do they think the author's purpose was for writing the book? What have you learnt from this book? What can you do to help take care of the coral reef?
- Look at the back cover to read and discuss the glossary.

Phonemic Awareness

- Recognise and produce words that have the same ending sound: /k/ Have students listen carefully to words you read. They identify the /k/, e.g. *back, black, kick, pack, pick*. They repeat, emphasising the /k/ sound and think of more words ending with /k/. (*tick, sack, rack*)
- Students listen and identify syllables in words and clap as they are spoken, e.g. *cor/al*.
- Read words from the book for students to identify one or two syllables. They say and clap them, e.g. *reef (1), crea/tures (2), sea (1), gar/den (2), down (1), fish (1), her/mit (2)*.

Phonics

- Recognise words that have the ending sound: /ck/ Write words *back, black, kick, pack, pick* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with /ck/ to add to the list. (*tick, sack, rack, tack*)

Word Study

- Talk about the words *back, call, help, live, over, round, take, there*. Photocopy sets of the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut out the words to play a matching game.
- Discuss the words that make the text interesting such as *creep* and *crawl*. Notice they both start with /cr/. This is called alliteration and is a way the authors make the text more exciting. Have students find more examples in the text. Record these on a chart.
- On page 7, find the words *glisten* and *glow*. Discuss the blend they start with. Students think of more words starting with the /gl/. (page 15, *glide*) They make a gl- web.
- Notice the starfish shapes on the page numbers. Why do you think the designer did this?
- Have students make a coral reef web with examples of different creatures that live there branching out from the web. They label and illustrate their web and share with the class.

Fluency

- Model reading the text for students to repeat. Remind them to differentiate their voices for the questions and answers.

Writing

- Have students write a new text using the pattern of the text, e.g. Can you see me? I am a coral reef. Please look after me. They illustrate the text and share this with a partner.

Home/School Link

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