

I See a Face

GOALS

Comprehension

Making connections: Ask students if they have ever looked up at the clouds and felt they have seen particular shapes. What kinds of things do they see with their imagination? Ask students to pay close attention to the illustrations on each page to help read the story.

Vocabulary

High-frequency Words: I, in, the, a, see

Content Words: face, cloud, sea, rocks, tree, window, ice cream

Phonemic Awareness

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

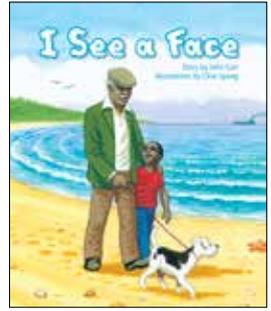
Phonics

Letters and Sounds: i

Words to Blend and Segment: in, is, it, sit, pin

Fluency

Model reading the text with expression, noting the punctuation.



A boy and his grandfather are walking the dog and noticing face shapes in nature and other places. There's a humorous ending!

Before Reading

- Ask students if they have ever looked up at the clouds and felt they have seen particular shapes. What kinds of things do they see with their imagination? Ask students to pay close attention to the illustrations on each page to help read the story.
- Together look at the cover of *I See a Face*. Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Look at the title page illustration. Ask: What is different? Whose faces do you see? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy pointing to on each page? What about the dog? Before turning to page 14, predict the ending. How did they end up like this?

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 3 students discuss what they think the boy is pointing to in the picture. Read the words on page 2 together: *I see a face in the cloud*. Follow this pattern for each page, discussing the picture and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What caused this to happen?
- Retell the story in order using the pictures 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 /i/. Students listen to and hear the sounds in /i/ /t/. (*it*). Talk about the /i/ sound. (short i vowel sound) Together think of more words that start with /i/. e.g. is, in, ink, igloo, if. (If *ice cream* and *I* are suggested, let the students know that they are long i vowel sounds that sound like the name of the letter i.)

Phonics

- Discuss the name and sound of the short /i/ vowel sound. Write cvc words *in, is, it, sit* and *pin* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in /i/ /t/. Say them separately, then blend together slowly.
- Illustrate using alphabet letters *i, t*, touching them as the sounds are made for the word *it*.

Word Study

- Talk about the words *I, the, in, see* and *a*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the words on a few of the pages. Ask: What letter do you expect to see first?
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words, *I see a face in the _____*. They find the final word in the story and read their sentence to a partner.

Fluency

- Model reading the text with expression, noting the punctuation. Students repeat your reading.
- Talk about the ellipses and exclamation mark on pages 14–16 and how they change the way you read. Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern *I see a face in a....* What is something else you can see a face in? e.g. I see a face in the sandwich/cake/muffin. Students write the story and illustrate it.

Home/School Link

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