

What Am I?

GOALS

Comprehension

Discuss the meaning of *this/these* (singular/plural determiners)

Vocabulary

High-frequency Words: is, on, my, I, am, what, a, this, have, these

Content Words: hands, feet, body, back, face, shadow, diver, these

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *sha/dow*

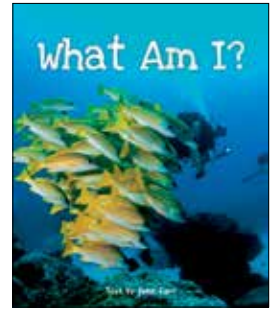
Phonics

Letters and Sounds: ck, k

Words to Blend and Segment: back, sack, kick, neck, pack

Fluency

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



The mystery of what or who this text is about will be revealed at the end.

Before Reading

- Students look at the cover and describe what they see. Talk about what is in the picture. Ask: What is behind the fish? They predict what the title might be. Listen to the title and read it together. Discuss the question mark and meaning of it.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Ask: What is the picture of?
- Talk/walk through the pictures. Discuss what is on each page. Before turning to page 16 ask what the answer to the question *What Am I?* might be.

Reading the Text

- Read the title together. On pages 2–3 discuss what the picture shows and then read the words together, pointing to the words as they are read.
- Students follow this pattern for each page discussing what they see before reading each page.

After reading

Invite students to discuss the information. Prompt if needed.

- Discuss page 16. How is the question answered? Ask: Would you like to be a diver?
- Discuss the meaning of *this/these* (singular/plural determiners). Demonstrate with a role play using books.
I have this book.
I have these books.
- Ask students to role play with a partner.

Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. *sha/dow, di/ver, back, feet, bod/y*.
- Students listen for more one- and two-syllable words in the text.

Phonics

- Discuss the letters and sounds for /ck/, /k/. Identify the name and sound for the letter k. Write the cvc words, *back, sack, kick, neck, pack*, on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /a/ /ck/ *back*. Emphasise the ending /k/ sound in each word.
- Use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *my, is, this, have, am, what*. Print multiple copies of the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Play a matching game with the words.
- On a piece of paper, have students draw a picture from the book. They write the matching sentence from the text, e.g. *I have _____ on my _____* .
- Make a star diagram with a diver in the middle. On each point of the star write and draw one thing that a diver wears. Students use the star to help retell the text.

Fluency

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

Writing

- Students write a new text about something different, e.g. What am I? A horse rider. Students illustrate their text.

Home/School Link

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