

# What Can I Do?

## GOALS

### Comprehension

Discuss the author's use of alliteration and assonance and how it helps to make the story fun to read.

### Vocabulary

**High-frequency Words:** it, I, can, have, a, an, with, and, what, do, old, for, them, on, my, put, would

**Content Words:** green, hula hoop, cook, dinner, soup, red, tie, pie, blue, shoe, stew, pair, socks, feet, rocks, rather, eat

### Phonemic Awareness

Identify and make rhyming words.

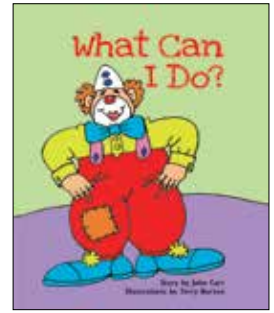
### Phonics

**Letters and Sounds:** wh

**Words to Blend and Segment:** what, when, where, whip, why

### Fluency

Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat.



The clown shows all the things he can do if he wants!

## Before Reading

- Read the title. Discuss the meaning of the question and question mark. Ask: What could the answer to the question be? Reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover. Discuss what is happening in the picture. Ask: Who is this? Have you ever seen a clown? What do clowns do? Look at the title page. Is there anything different here? What do you think might happen in the story? What can the clown do?
- Talk/walk through the pictures, discussing the picture on each page. On page 2 notice what the clown has got around him. (A green hula hoop) Look for these words in the question on page 3. On page 4 what do students see the clown doing. This is the answer to the question on the previous page. He has made soup with the hula hoop.
- Follow the same procedure for the rest of the book, noticing the question/answer sequence on alternate pages as you go. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. On page 2 look at the picture, then look for the words *green hula hoop* on page 3. Ask: What letters will the words start with? /gr/, /h/. Read the question together.
- Follow this pattern for each page up to page 15, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Ask: What did you expect? (He cooked on all the other pages but not at the end.)
- Read the sentences on page 16 together. Ask: Did you laugh when you read the ending? Why is it funny? Why would the clown rather eat rocks than socks?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever ending that the author thought of?
- Discuss the way we read questions and answers and how our voice changes.
- Talk about the author's use of alliteration and assonance and how it helps to make the story fun to read. Ask: What is alliteration? (*hula hoop, have hula hoop.*) What is assonance? (*tie pie, blue shoe stew.*)
- Reread the story together enjoying the special sounds the author has created.
- Have students retell the story using the pictures on each page as a guide. What happened first, next, and so on?

## **Phonemic Awareness**

- Read the story to students. Have them notice the rhyming words at the end of each page, e.g. *hoop/soup, tie/pie, shoe/stew, socks/rocks*. Think of other words that rhyme with them. e.g. hoop, scoop, loop, tie, I, my, shoe, new, socks, blocks.

## **Phonics**

- Discuss the name and sound of the letters in the digraph /wh/. Write the words *what, when, where, whip, why* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for the digraph /wh/, touching them as the sounds are made for the word. (wh makes one sound /w/) e.g. /wh/ /o/ /t/, what; /wh/ /e/ /n/, when; /wh/ /e/ /r/, where; /wh/ /i/ /p/, whip; /wh/ /long i/, why)

## **Word Study**

- Talk about the words *what, them, do, have, old, with* and their meanings, e.g. *what* is a question word. Ask students what other question words they know. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the book.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them under or beside their story. They read their sentence to a partner, e.g. *What can I do with \_\_\_\_\_ ? I can \_\_\_\_\_ it for \_\_\_\_\_ .*

## **Fluency**

- Model fluent reading of a section of the text, differentiating between questions and answers and emphasising the rhyming words for students to repeat.

## **Writing**

- Have students make a time line showing the sequence of the story. They draw and label the item and what it is made of, e.g. green hula hoop/soup, and so on. They use the time line to retell the story to a partner.
- Students write a new story about a clown. They innovate on the story using the same sentence structure. They draw the picture first, then write the story.

## **Home/School Link**

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