

# *I Can Read*

**SUMMARY** Children read about a boy who can read more as he learns more about reading.

## VOCABULARY

### High-Frequency Words

I this

### Concept Words

|      |          |        |
|------|----------|--------|
| read | name     | letter |
| word | sentence | page   |
| book |          |        |

## INTRODUCE THE BOOK

**BUILD BACKGROUND** Invite children to share their reading experiences and successes. Ask children to share information about how they have grown as readers.

**ELL** Discuss words that relate to reading, particularly the concept words. Provide children with two sets of notecards. Write the English words on one set. On another set, have the children write the words in their home language or draw pictures of the word. Allow children to play a matching game with the cards.

**PREVIEW** Invite children to take a picture walk to preview the text and illustrations. Have children describe what the main character is doing on each page.

## READ THE BOOK

**SET PURPOSE** Have children set a purpose for reading *I Can Read*. Ask children why it is important to learn to read.

## COMPREHENSION QUESTIONS

**PAGE 3** What is the main character pointing at? (*his name—Jim*)

**PAGE 6** Do you think Jim enjoys reading? Why do you think that? (*Possible responses: yes; He's smiling; he's sharing with a friend; he looks like he's having fun.*)

**PAGE 7** Do you ever read with your friends? What books do you read together? (*Responses will vary*)

## TEXT-TO-SELF QUESTION

What is the best part of reading? What do you like to read?

## REVISIT THE BOOK

### THINK AND SHARE

#### Answers

1. He's learning to read.
2. Possible responses: I'm learning to read; I can read a letter, word, sentence, and so on; I think reading is fun too.
3. Possible responses: He's proud of himself; he likes to read; he liked the book.

**EXTEND UNDERSTANDING** Ask children for examples of letters and words. Ask why knowing these can help them learn to read.

### RESPONSE OPTIONS

**WRITING** Provide children with construction paper, markers, and crayons. Have them write the alphabet or words they know all over the paper in many colors.

### PHONICS CONNECTION

Create a Picture Sort wall. Make letter cards for each letter of the alphabet (upper- and lowercase), and post them alphabetically across the wall. Give children several blank cards, and have them draw an object, allowing only one object per card. Help children label their objects, and have them tape their card below the letter the object name begins with. A theme may be used, such as *Things in the Classroom* or *Things in Your House*.

### GRAPHIC ORGANIZER, PAGE 19

Have children fill in the web to show what they can read. Children may write words or provide examples. (*Possible responses: Mm, fun, Joel, I am happy.*)

Name \_\_\_\_\_

Fill in the web to show what we can read.

