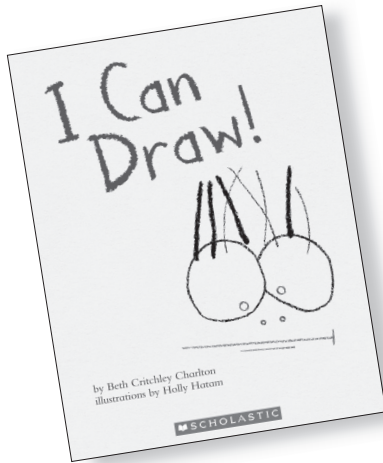


I Can Draw!

Written by Beth Critchley Charlton

Illustrated by Holly Hatam



Text Type: Fiction: Description — Personal Account

Guided Reading Level: D

Summary: By using a variety of lines and circles, the author shows how to draw a face.

Word Count: 67

High-frequency Words: *are, at, big, blue, can, go, here, I, like, little, look, me, red, the, to, yellow*

Text Supports

- ▶ the repetition of numerous high-frequency words
- ▶ illustrations support the text

Possible Text Challenges

- ▶ the words: *draw, circles, lines*
- ▶ the cumulative nature of the book

Reading Strategies

Comprehension

- ▶ predicting
- ▶ sequencing

Working with Words

- ▶ recalling high-frequency words to support reading of text
- ▶ using picture information to read unfamiliar words

Assessment Opportunities:

Note each student's ability to:

- ▶ make predictions using content clues
- ▶ sequence: retell
- ▶ recall high-frequency words
- ▶ use picture cues to read unfamiliar words

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the cover of the book and ask if any of them can read the title. As they do so, point to each word to emphasize left-to-right tracking. Ask students what types of things they can draw.

Predicting

Read the back cover and ask, *What do you think the person who is drawing the picture is going to make? What will the picture be?* Jot some of their ideas down on chart paper or the board to refer to later.

Letter knowledge

Overcoming Text Challenges

On chart paper, draw a set of big circles and a set of little circles. Ask students to tell you about your circle drawings. Beside the circles write the words “big circles” and “little circles” pointing out the “b” for “big,” and the “l” for “little.” You may also wish to point out that these are opposites. Repeat this procedure using “fat lines” and “thin lines.” When writing these words on chart paper, be sure to write “fat” in bold/thick letters and “thin” in thin letters.

Analyzing

Hand out copies of the book and direct students to turn to page 2. Ask, *What do you see in the picture?* If students don’t identify the circles as being big, prompt them to do so. Then read the text together.

Now ask students to look at page 3. Ask, *What has the artist added to the picture?* Again, if necessary, prompt students to describe the circles more fully (little, blue). Then read the text together.

Examine the pictures on pages 4 and 5, and have students describe what the artist adds to each one. Stop after page 5 and ask students to predict what the artist will add next. If necessary, prompt them to think about colours as well as shapes.

High-frequency words

Remind students that they might look for familiar Word Wall to help them read the text.

Sequencing

Setting a Purpose

Tell students that as they read the book, they should think about what the drawing is going to be. Ask, *How does the artist make her drawing? What does she do first? What does she do next?*



DURING READING

Ask students to read the book independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, noting their ability to track words and match words to their reading. You could use prompts such as, *Let’s point to the words as you read them. Did your finger match each word? Were there enough words? Do any of the illustrations help you with the words?*

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner whether their predictions were accurate.



AFTER READING

Predicting

When all students have completed their reading, ask them what the different lines and circles made. Check the predictions students made earlier to see if they were correct.

Sequencing

As a group, record on chart paper the steps used to create the face. Post this paper in a Literacy Centre to enable students to follow the order to create their own face. Ask students what would happen if they mixed up the order of the steps. Have students brainstorm what else they could draw using only lines and circles. Record their suggestions on chart paper.

Mention positive reading strategies you observed during the lesson. For example, *I noticed Karim looking carefully at the pictures before reading the word circles.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Drawing with Circles and Lines

Copy the BLM and cut into panels. On each panel, students draw a picture using only circles and lines and then write at the bottom of the page what they drew. Students can create as many drawings as they are able. When students have completed their drawings, staple the panels together with a coloured page on the front for a title page. Students can share their drawing booklets with their classmates.

Simon Says

To enhance students' understanding of the words used in this story, play a modified version of the game "Simon Says," by having students use their bodies to make different types of lines and circles.

Lines/Circles Scavenger Hunt

Provide students with a blank piece of paper, and have them fold it in half, labelling one side *lines* and the other *circles*. Have students go around the room on a scavenger hunt for lines and circles.

Drawing a Face

Provide students with a blank piece of paper and have them use the text produced during the After Reading activity to draw a face.

Making connections:
text to world

Sequencing

ESL Note: Review facial features with students before they start drawing. Write key words on the board, e.g., eyes, nose, hair. Invite ESL students to orally describe their finished drawings to a partner or to the class: This is my face. *The eyes are green circles. The hair is yellow lines. etc.*

Drawing with Lines and Circles

Name: _____

I can draw a _____ with lines and circles.

I can draw a _____ with lines and circles.