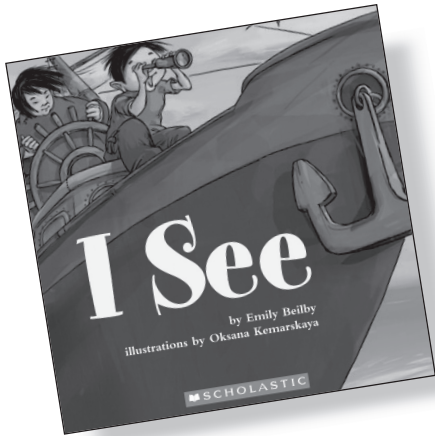


I See

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Illustrated by *Oksana Kemarskaya*



Text Type: Fiction: Description — Realistic Story

Guided Reading Level: E

Summary: A boy uses ordinary, everyday objects in his home to imagine exciting places and experiences.

Word Count: 69

High-frequency Words: *a, an, brother, but, dad, do, does, family, I, in, mom, my, on, see, the, what, you*

Text Supports

- ▶ repetitive text pattern
- ▶ illustrations highly supportive of text

Possible Text Challenges

- ▶ some challenging vocabulary
- ▶ exclamation mark
- ▶ question mark
- ▶ ellipses

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ inferring

Working with Words

- ▶ using initial letters and picture cues to read unfamiliar words

Assessment Opportunities

Note each student's ability to

- ▶ synthesize information to draw conclusions
- ▶ infer: visualize what is happening in the text
- ▶ solve challenging words by using strategies such as picture cues and beginning

Teaching Tip: The content of this story lends itself to the use of kinesthetic demonstration when discussing the boy's activities and related vocabulary.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Begin by telling about/acting out an episode from your childhood when you used your imagination. For example, *When I was six, I would play on my sister's lower bunk of our bunk beds. I'd imagine that I was hiding in my secret pirate cave.* Use the words “pretend” and “imagine” interchangeably to build students' vocabulary. Create a two-column table. At the top of the first column, print *bunk bed*. At the top of the second column, print *cave*. Leave enough space in the chart to include sketches beside keywords to support new vocabulary. Ask students if they have ever played imaginary games and pretended that an ordinary, everyday item was something very different. Ask some students to tell/act out situations that they have imagined, and add to the chart.

Inferring/predicting

Overcoming Text Challenges

Show and read the title of the book. Ask, *Does the picture give us any hints about what might be in the story? Do you think the boy might really be on a boat that looks like the one on the cover? Why do you think as you do?*

Text features

Hand out copies of the book. Look at the back cover. Read the text. Ask, *What do you think this question could mean? What do we see in this picture? Why do you think the boy would be asking us if we see what he sees? Does that question make you wonder about what could be in the book?* Tell students that writers often put text on the back cover to arouse readers' interest in the book.

Inferring

Introduce the pattern in the story by directing students to pages 2 and 3. Discuss the illustrations first. *On page 3, why do you think the boy says that he sees a castle? Do you think he really does see a castle? What is happening here?* Link the boy's imaginary play to those volunteered in the activating activity by adding the words to the chart (*table, castle*).

ESL Note:

Help your ESL students to use the pictures on each page to support story comprehension and vocabulary. Identify clues from the first page to show what the boy is imagining. For example, on page 6, he is sitting on the footstool as though he is riding a horse.

Print concepts

Read aloud pages 2 and 3, emphasizing the ellipses. Give the name *ellipses*. Direct students to page 14 and 15. Tell students that the author wants us to read this sentence in a special way and uses punctuation to tell us how. Read it together, emphasizing the ellipses and the exclamation mark.

Synthesizing

Setting a Purpose

Tell students that authors and illustrators show us through the story and illustrations what their story characters are like. Challenge students to figure out, as they read, what kind of person the boy is. Say, *Let's read to see if we can come up with some words to describe this boy.*



DURING READING

Tell each student to read the book independently, thinking about the purpose that has been set. Observe and listen to students as they read the text, assisting

them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts such as, *Can you use the beginning sound and the picture to help you solve that word?* Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner their ideas about what kind of person the boy in the story is.



AFTER READING

Synthesizing

Ask students to suggest words or phrases that tell what kind of personality the boy has, using examples from the text to support their answers. Students might make comments such as, "He has a good imagination," "He likes to play," or "He likes to make a mess." (You might choose to sum up their comments with one word such as: playful, imaginative, mischievous, active.)

Inferring

Pages 14 and 15 require extra discussion. Ask students to suggest why the family is not sleeping when the boy is. Ask why the chores weren't done earlier.

Evaluating

Discuss with students the various imaginary situations the boy pretended he was in. Ask, *Could you picture yourself pretending the way he did? Could you picture yourself pretending something different? For example, would you have imagined the rocking chair as an airplane or as something else? Do you think an airplane was a good thing to imagine?*

Word solving and building

Select a few of the words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues.

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.

Making connections: text to self

I See

Provide students with a copy of the BLM. Model completing the BLM using an example from the chart created before reading. Students can then create their own imaginary adventure. Have them complete the sentences and draw a picture.

Word solving and building

Compound Words

This story has many compound words: *airplane, grandpa, footstool, grandma, bathtub, nobody*. Review or present the rule for compound words with students, then have them search out the compound words in the story. Students can build, take apart, and rebuild the words using magnetic, plastic or card letters.

I See

Name: _____

but I see _____.

My _____ sees a _____...