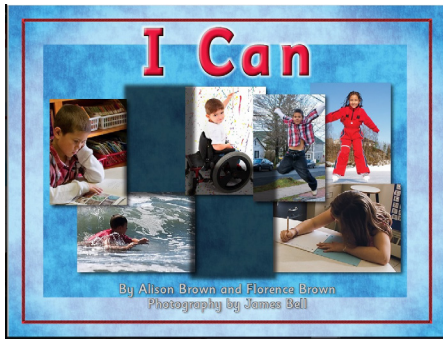


I Can



Ontario Language Expectations Addressed

A1.1; A1.2; A3.1; A3.2; B1.1; B1.2; B1.4; B2.1; B2.3; B2.4; B2.5; B2.6; B2.7; B2.8; B3.1; B3.3; C1.3; C1.4; C2.1; C2.2; C2.7; C3.2; C3.6; D1.1; D1.2; D2.1; D2.3; D2.5; D3.1; D3.2; D3.3

Some High Frequency Words: I, can
Some Interest Words: jump, read, paint, skate, write
Theme: All about me

Building Anticipation: Have children discuss all the things they can do. Have them act out an activity that they can do. Have each child contribute to a class chart, eg.: Sophie can..... Children read the sentence aloud.

Book Introduction: Introduce the text explaining this book is about different children and the things they can do. Guide the children through a book walk. Before they start reading focus the children's attention on strategies they can use when they come to an unknown word. Recall the activities the children in the book could do. Make a list of those that the students themselves can do and compare.

Discussion: Share and reinforce the reading strategies the children used to discover new words. Have children locate any words they found difficult or did not understand.

Responding Creatively:

Language /Reading /Writing: Discuss the many things the students can do. Record these in a simple sentence in a pocket chart that children can manipulate and use as a classroom game. Make an "I can" board and have children post something they can do with a photograph.

Create a class book with a page for each child illustrating something they can do.

Complete simple "I can" flip books or story wheels at the writing centre.

Social Studies: Complete simple sentences that others can do, for example: My mom can..., My brother can ...

Include community helpers: My doctor can.....

Math: Survey the class on one of the "I can" activities from the book and make a tally chart.

Graph different activities children can do.

Physical Education: Make a list of activities they can do and use these activities in the gym.

Drama: Dramatize and /or play a game of Charades with an "I can" activity.

Language Foundations: Focused Teaching

Phonemic Awareness Isolate and blend sounds orally	r/u/n, j/u/m/p, sk/ip, sw/im	Have children orally blend phonemes to form spoken words. Children identify the sounds they hear in each of these words. Use Elkonin boxes or magnetic letters for children to manipulate the sounds they hear.
Alphabetic Knowledge	Alphabet Chart and alphabet cards	Sing and review the names of the letters in the alphabet song. Using alphabet cards, have children identify the letter by the sound they hear and also by hearing the sound identify the letter. Play games matching pictures to the beginning letter or sound.
Phonics Decodable words Word level reading and spelling Onsets and rimes Word Families	run, jump, skip, swim can, man, fan, tan, ran, Dan run, fun, sun, bun	Using phonetic skills taught children decode the words orally. Use magnetic letters to practice making the words quickly and accurately. Students read and record these words. Use movable letters to put together and take apart these words. Children explain what they do to make the rhyming word, eg.: Take off the c and add m to make the word man from can.
Language Conventions Capitalization and punctuation	Simple sentences beginning with a capital and ending with a period.	Have students locate the capitals and periods and note their purpose. Have students correct some given sentences by putting the capital and period in the correct places and explain why.
Reading Fluency Accuracy, rate and prosody	<i>I Can</i>	Have students read the text aloud and encourage attention to punctuation, pacing, expression and intonation.