

Can You See Me?

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Photography by Michael Curtain

Level 1

This book is a simple guessing game focusing on parts of the face. The text is simple and repetitive, placed consistently on the page, and supported by colour photographs. There is one line of text to a page. It introduces the sentence stem: *Can you see my ...*

Getting ready for reading

Discuss physical features that people have (eyes, ears, nose, teeth, tongue, hair) and how these features are the same/different.

Have children silently group themselves by given characteristics: same hair colour, same eye colour, same number of teeth in the front and so on.

Play 'Who am I?' focusing on children in the group: *I have brown hair, brown eyes and a red jumper.*

Talking through the book

Introduce the book. You might say: *This book is a guessing game. The person in the book shows you parts of their face. You have to work out which child they are. First of all the person shows you their hair and asks: 'Can you see my hair?' Then they show their eyes, nose, ear, teeth, and tongue. Can you see the person in the last photo?*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

BEING A MEANING MAKER

Discuss:

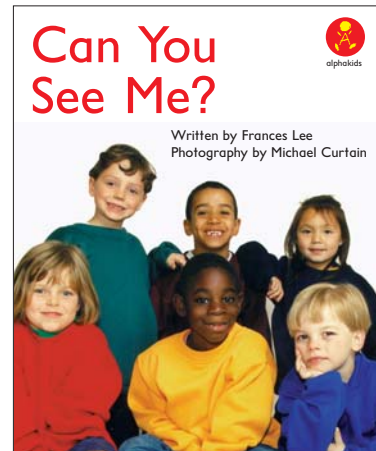
What did you do to work out which child was 'me' on the last page?

Which page gave the best clue to who 'me' was?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *can, you, see, my, me*



Check this

Teachers can observe children's emergent reading behaviours for evidence of reading print from left to right and reading the left page before the right page.

Some prompts are:

Point to where you will start to read.

Which page will you read first?

Which way will you go?

- Word families: *can – ban, Dan, fan, man, pan, ran, tan, van;*
my – by, cry, dry, fly, my, try

Sounds and letters

- Hearing sounds: /t/ – *teeth, tongue*; long /e/: *see, me*

Writing conventions

- Punctuation: question marks, upper case letters to begin sentence
- Grammar: singular and plural – *tooth/teeth, ear/ears*
Using *me* and *my*

BEING A TEXT USER

Ask:

Did you like reading this book?

Would you recommend it to someone else?

BEING A TEXT CRITIC

Discuss:

What kind of text is this – fiction or factual? How do you know?

Would it work without photographs?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children use computer technology to make their own ‘Can you see me?’ book. They might do this with either a digital camera or by scanning photos of themselves and cutting appropriate parts for the text. Alternatively, children could draw pictures of themselves or cut up photographs.



BOOK-BROWSING CENTRE:

Provide books about people and their characteristics.

Include: Alphabet books T and M, *Glasses, Twins, My Baby Sister*

WORD CENTRE

Provide a chart with the headings: Hair, Eyes, Ears, Nose, Mouth. Children search through magazines and cut out appropriate pictures to add to the chart.