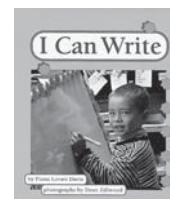


# I Can Write

by Fiona Lovatt Davis  
photographs by Dean Zillwood



## Book Summary

This is a simple photographic story about small children writing in recognizable settings using a range of writing implements.

## Features of the Book

- Bold, easy to read text.
- Photographs to support the text.
- Different settings for each picture.
- Repetitive and predictable structure.
- The high-frequency words – “I,” “in,” “the,” and “on.”
- Silent “w” in “write.”
- Initial letter change from “in” to “on.”
- The compound word “anywhere.”

## Purpose

*I Can Write* can be used in a guided reading setting to introduce the following skills and strategies.

- practicing pointing one-to-one as each word is read;
- reading a range of simple, high-frequency words in context;
- introducing and discussing new words contained within the story;
- writing new words independently by hearing and recording the sounds in sequence.

## Introducing the text

Look at the cover.

- *What do you think this book could be about?*

Read the title.

- *What is the boy writing on?*

Read the names of the author and photographer to the group.

## Reading the text

- Practicing pointing one-to-one as each word is read.

- Reading a range of simple, high-frequency words in context.

- Introducing and discussing new words contained within the story.

Look at the title page.

- *What are these children writing with?*
- *Can you think of some other things we can write with?*

Pages 2 and 3 – This spread begins the pattern that is repeated throughout the book. Encourage the children to predict new words.

- *What are the children writing on here?*

Read the text together.

- *Can you find the word “the”?*

Pages 4 and 5

- *What are they writing with now?*

Introduce the change from “on” to “in.” Briefly compare them.

Page 6

- *What is the boy doing with his hand in the air?*

Point out and discuss the word “air.”

Page 7

- *Have you seen this picture before?*

Page 8 – Look at the photographs.

- *Can you see one we haven’t read about?*

Introduce the word “anywhere.”

- *Can you clap the two words in “anywhere”?*

Children now read the book independently.


## Revisiting the text

- *Can you find some words that are the same on each page? Can you point to them?*

Make a list of words that rhyme with “can.”

## Following Up

- Writing new words independently by hearing and recording the sounds in sequence.

 Make a list of other things you could use to write with. Practice using them and then illustrate each one.

- Complete the blackline master opposite.