

# You See With Your Eyes

PM Level 11/12

Blue

**Text Type** Report/Explanation

**Running Words** 195



## Preparing for Guided Reading

### Prior Knowledge

- Explain simply how the brain reacts to images as light enters the eye.
- List other things that we can learn to do when we have sight.
- Build confidence in the use of the contents and glossary.

### Orientation to the Text

- This book explains the sense of sight, and details many of the things it allows people to do.

### Key Language Structures

- Use of questions to deepen students' associations with the text.
- Possessive apostrophe: *boy's*.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*around, better, have, move, side, towels, that, things*

Content Words

*eyes, picture, balloons, Birthday, world, seeing, senses, light, brain, learning, cook, glass, path, animals, ball*

### Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

## Focusing on the Book – Guided Reading

- Ask students why they think we have two eyes. Ask, *Why is it important that our eyes can move in many directions?*
- Ask students why they think we need light to see. Ask them which time of day is usually best for outdoor ball games, and why this is.
- Discuss the fact that our brains make pictures from the light that comes into our eyes.
- Ask what the children in the photos on pp. 10–11 are seeing, and how this helps them to do the activities. Ask, *Would these activities be more difficult if the children could not see? Why/Why not?*
- Talk about some of the ways that our eyes help us stay safe. Discuss how they can help us avoid danger before we get too close to it.
- Ask students how they think the activities on pp. 14–15 could be changed so that vision-impaired children can enjoy them too.
- Talk about the irregular verb *to have*: *have, has, having, had*.

## Comprehension

- Why should we look after our eyes? (*Inferential*)
- If you can't see the words on a page very well, what do you think you should do? (*Inferential*)

## Follow-up Activities

- Direct students to complete the BLM activities: rewriting words in spaces provided, paying attention to letter shapes and sizes; choosing phrases to complete sentences, then drawing pictures to match; completing sentences to match photos from the book; choosing correct verb forms to complete sentences, then drawing pictures to match.
- Have students make a list of everyday activities they would have trouble doing if they could not see. If there are any vision-impaired students in the class, have them share experiences of how they do everyday things.
- Talk about eye colour, and ask students to draw a picture of the girl's eyes on the cover of the book. Have students draw their own eyes.

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## Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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## Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up