

# I Can Count

**Synopsis** Using simple text and large, colorful photographs, this book introduces readers to the numbers 1–6 with numerals and number words.

## Introduction: Explore Informational Text

Explain to students they will be reading an informational text that teaches. Discuss how an informational text is different from fiction. Be sure students understand that informational texts contain facts. Tell students that this book explains how to count from 1 to 6.

Call students' attention to the front cover of the book and ask, *What animals do you see? What do you think the boy is doing with his finger?* Explain to students that *I Can Count* contains photographs of animals you might have seen before and others that you might not have seen before. Explain that the photographs will help them learn to count.

## Vocabulary

**Tier One:** ant, bird, can, cat, dog, fish

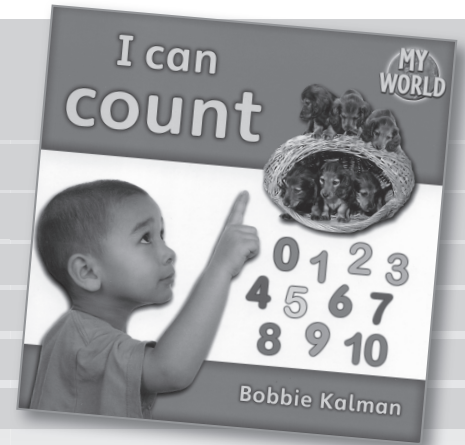
**Tier Two:** butterfly, count, five, four, horse, one, rabbit, six, snake, two

## Word Work

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Introduce vocabulary in context as it appears within the book before or during reading. Read to students the book's title and the first three words on page 4. Explain that these same three words begin the text on every page. Ask, *How would you change the title if the boy did not know how to count the animals?*

Ask, *Who has a pet like the animals in I Can Count?* Write their answers on the board. Read page 13 to students. Explain that some fish are pets, but some fish are eaten as food. Ask, *Who has gone fishing? What did you do with the fish?*



**Author:** Bobbi Kalman

**Genre:** Informational Text

**Text Structure:** Description

**Guided Reading Level:** A

**Standards:** L.K.6, RF.K.3b,  
RI.K.1, RI.K.4, RI.K.10

## English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Share photos of the animals featured. Create index cards with numerals and number words. Then place them with the appropriate number of items and practice counting.

## Understanding the Text

**Literal:** *What was this book about? (how to count animals) Does each page have the same number of animals? (No, there are different numbers of animals on each page)*

**Interpretive:** Read page 8. Say, *Name one way that the number of cats is shown on the page.* Continue to ask until you have all three answers. (Numeral 4, word four, and the picture of four cats)

**Applied:** Read page 14. Ask, *Who would like to have pet snakes? Why? How many would you like to have?*

## Phonics and Word Recognition

**RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Write the text words *ant*, *can*, and *cat* on the board. Circle the *a* in each word. Explain the short vowel sound of *a*. Isolate each phoneme and then blend them and have students repeat. (*ă-n-t*, *ant*) Then write the word *rabbit*. Ask students if the *a* vowel sound is the same as in the other words. Confirm the short-*a* sound. Then write the word *snake*. Say the word aloud and ask students to repeat. *Sometimes a has another sound. It is the long vowel sound.* Point out that because *snake* has an *e* at the end, it follows a spelling/sound rule. The *e* makes the *a* have a long sound, or “say its name.”

## Text Features

**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

Read pages 6 and 7 aloud. Have students repeat the words *caterpillars* and *horses* after you. Ask, *Who has seen caterpillars crawling outside? Who has ridden a horse?* Ask students to describe their experience including the physical features of the caterpillars and horses they saw.

## Reading Informational Text

**RI.K.1** With prompting and support, ask and answer questions about key details in a text.

Read through page 15 with students. Have one student read a question and another indicate the answer on the page. Provide everyone a chance to read and to answer. Ask the following questions and have students count to determine the answers.

*How many fish are there altogether? (12 fish)*

*How many horses and ants are there altogether? (8)*

*How many caterpillars and rabbits are there altogether? (8)*

*How many cats and birds are there together? (11)*

*If every cat ate a bird, how many birds would be left? (3)*

## Writing

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

Explain that the photographs support the text and help readers learn. On page 9, we can read that there are five ants, and we can use the photograph and count five ants.

Begin a list of animals or insects not featured in the book. Help students write a sentence beginning with *I can count*. Ask them to choose a number between 1 and 10 and an animal or insect not featured in the book. Then ask them to draw the correct number of their animal to accompany the sentence. Provide time for sharing.