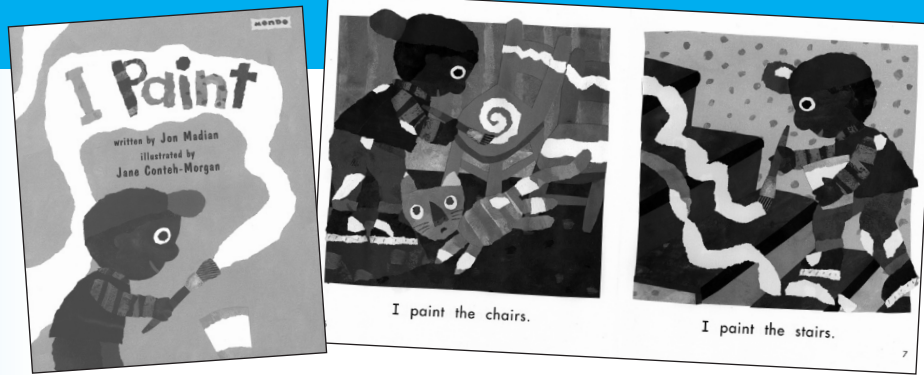


I Paint

Written by Jon Madian / Illustrated by Jane Conteh-Morgan



SUMMARY

A young boy (and his cat) spend the day painting.

SUPPORTS

- Strong picture-text match
- Repetitive language pattern
- Consistent text placement

CHALLENGES

- One word change at ends of sentences
- Illustrations carry additional meaning
- Change in language pattern on last page

FEATURES

- Rhyme
- One sentence per page
- Cat appears in every illustration

HIGH-FREQUENCY WORDS

I, the

BOOKSHOP MATERIALS

- Several copies of *I Paint*
- Blackline masters (see pages 7 and 8)
- *My Picture Dictionary*



Focus Sheets (see *Bookshop Reading Teacher's Guide*)



indicates possible student responses

SESSION

1

INTRODUCING THE TEXT



- Introduce students to the book by first looking at the cover illustration and title. Ask them to make a prediction about what the boy might paint. Encourage them to think about what kids normally paint with a paintbrush.

Authors write stories so that we can have fun and learn. But they also have a reason they are writing the story—they have something important they want us to know. This reason is the author's message. Our book today is called I Paint. Look at the picture on the front. What do you think the boy might be painting? (● a birdhouse; a picture; his house) Those are all good guesses. Who can tell more about what they think the author wants us to know? (● Be careful when you paint; don't make a mess; have fun.) Good! You used the pictures to predict, or guess, what the author's message might be. Let's read together to find out. We'll read the book together to see what happens.

TEACHING FOCUS

To help students to think about and form predictions about author's message in response to picture stimulus

- Read the blurb on the back cover. Ask students to confirm or change their predictions about the author’s message based on the blurb. Then flip through the pages of the book with them so that they can look at the pictures. Encourage them to continue making, confirming, and changing their predictions as they read.

Let’s read the text on the back cover. Maybe it will tell us if our predictions are right . . . Share what you found out. (● I thought he would paint a birdhouse; I didn’t think that a kid would paint a door; I didn’t think he would paint the floor.) Before we read the story, let’s take a look at some of the pictures inside the book. Who would like to share some thoughts about what the pictures are showing us about the author’s message? (● It’s okay to be messy; kids can do a lot of things; painting is fun.) Those are all good thoughts! Keep them in mind while we read.

VOCABULARY

Discuss with students the word *paint* and how it is both a naming word (noun) and an action word (verb).

Let’s take a moment and look at the title of the book again: I Paint. Although you may not be able to read it yet, you know the word paint. Who can tell me something about paint? (● You keep our paint in the cabinet; I like to make pictures with paint; my dad spilled paint on the floor once.) Good. In each of those descriptions, you used paint as a naming word. But the book title uses the same word—paint—in a different way. It tells what the boy does. It’s being used as an action word. As an action word, paint means “to use paints.” As you read more books, you’ll find more words that can be naming words and action words.

S H A R E

Good readers know that even if your predictions are wrong, they can still help you make sense of the story.

READING THE TEXT



- Before asking students to read as a group, remind them that the predictions they have made about the author’s message will help them to comprehend the story. Encourage them to confirm or adjust their predictions as they are reading. Read the story together, and provide support as needed. Recording evidence of reading behaviors on the reading focus sheet, along with support provided, will guide future decisions about grouping and teaching.
- As we read, keep thinking about the guesses you made about the author’s message. You may find they were right, or you may find you need to change them. Look at the pictures. What do they tell you about the author’s message?*

PHONICS

While you read with students, model problem-solving strategies such as the Sound, Read, and Check strategy. Remind students that it is a useful strategy that they can use in many situations as they encounter unfamiliar or challenging words. Pause before you read the word *door* on page 2 to model the Sound, Read, and Check strategy for reading a challenging word.

Let's use our Sound, Read, and Check strategy to help us read this word. At first when I see it, I want to say /doo-or/, but I don't know that word. So then I try to read it in a sentence, and I think to myself, does /doo-or/ make sense here? No, that word does not make sense. So I will try to read the word again another way . . . /dôr/. I'll try it in the sentence . . . Good! That word makes sense to me! Use this strategy when you come to a word that is hard to read. Remember: sound it, read it, check it.

DISCUSSING THE TEXT



- Return to the focus of the lesson by having students share some examples of how their predictions helped them to understand the author's message in the text. Discuss how they used pictures to form these predictions.

As you read, you had some ideas about what might happen in the story. Most of you thought that the boy would be painting something that is normal for a kid to paint. How did you feel when you saw that the boy was painting things like stairs and chairs? (● surprised; curious; confused.) I also felt like that when I read the book. Before we read, I had some guesses about what would happen. I was surprised that the boy was not doing what I thought he would do. That made me curious about the message the author was giving us. Who would like to share what you thought the author's message was? (● It's good to have fun; painting is messy; you shouldn't paint your cat.) Who can find pictures that helped them figure out the author's message? (● the picture of the painted hall; the picture of the painted chairs) Good. As you read other books, use the pictures to help you guess the author's message, or big idea. It will help you understand what you are reading.



- Use the blackline master on page 7 as a follow-up independent activity to help students retell the story.

Cut out the sentence strips. Glue each sentence on a sheet of paper to retell the story in order.

ELL SUPPORT

If ELL students have a difficult time comprehending the nouns in the text, encourage them to use the pictures for support.

SESSION

2

TEACHING FOCUS

To help students to use photos or illustrations to confirm or justify inference

SHARE

Good readers make predictions to help them think about the story — even if their predictions are wrong.

REVISITING THE TEXT



- Ask students to recall the predictions they formed from the pictures before reading the story. Explain to them how making the predictions helped them understand the author's message.

Let's think about the predictions, or guesses, that you made before we read the story. Tell how the pictures helped you guess what the author's message was. (● The pictures showed the boy painted things that he wasn't supposed to; he had fun; he painted big things, like the walls and stairs; I think the message is that painting is messy and fun.) Great. As you read more stories, use the pictures to guess what might happen. Think about how the pictures and the words help you understand the author's message, or big idea. Today we will learn another way we can use the pictures to help us as we read.

READING THE TEXT



- Introduce the new focus and help students apply this as they read the text independently for the second time.

When you read a story, the pictures can sometimes help you understand the story better. They can help you understand things that the words of the story do not say. Let's look at the picture on page 6. Who can tell me what they see in that picture? (● The boy is painting a chair; he has paint on his clothes; the cat has white stripes; I think he painted the cat.) Good! The words say, "I paint the chairs," but we can see that the boy is painting other things, too! That is how we can use pictures to understand more things the author wants us to know. Today as we read, I want you to think about what the boy in the story is like. Use the words, pictures, and what you know from real life. We'll share some of these ideas later.

- Observe students' fluency as they read, and make a judgment as to whether or not they need additional fluency practice.

As we read the story together, remember to think about what the boy is like. Look at the pictures to help you decide what he is like. It will be easier for you this time, and I will be listening to hear you read it just as if you were talking. If there's a word you don't know, ask me for help, and then we can talk about it together when we have all finished reading.

DISCUSSING THE TEXT



- Invite students to share their personal responses and inferences about the story. Have them support their impressions by using details in the illustrations.

You all read that story well. Now let's share our thoughts about the pictures. First, tell a partner what you think of the boy. . . . Please share a few of your ideas. (● He likes to paint; he is making a mess; he is going to get in trouble; he is having fun.) You have all made some decisions about this boy. Let's talk about how you can use the pictures to support your ideas. Can you tell me how you know he likes to paint? (● because he is smiling; because he paints everywhere) Some of you said the boy is messy. Tell me how the pictures helped you decide that. (● He knocked over a bucket with his foot; he painted the cat.) Some of you think the boy will get in trouble. Why? (● You're not supposed to paint animals; you're not supposed to paint the door, walls, and floor in your house.) You really looked carefully at those pictures! The words in the book do not say what the boy is like. But by looking at the pictures, you could figure out a lot about him. He might be like children you know. Now, when you read other stories, you know that you can look at the pictures to learn more about the story than what's in the words.

- Guide students to notice the rhyming words in the story.

Let's look at pages 2 and 3 again. We'll read these two sentences together. What do you notice about the words at the end of each sentence? (● They sound the same; they rhyme.) Yes, floor and door rhyme with each other. Good listening! Let's turn the page and see if that happens again. Who has a thought? (● I found two words that rhyme: hall and wall.) Show us where those words are. Thank you! This story is written in rhyming text.

FLUENCY

Revisit the last page of the text to explain the importance of the exclamation point. If necessary, read other pages of the text that use a period for comparison. Always read fluently to provide good models for students. Then have them read both along with you and by themselves.

On page 8, I see an exclamation point. An exclamation point tells you that this sentence should be read in a loud voice. When you read a sentence with an exclamation point, you should sound excited. Listen to the way I read this sentence. "I paint!" Do you hear how I sounded excited? Listen again: "I paint!" Now you read it with me, and then you can all practice by yourself. Great!



TEACHER TIP

Help students understand all of the vocabulary words in the story by encouraging them to look around the classroom and point out examples of objects' names in the story (door, floor, wall, hall, chairs, stairs).

ADDITIONAL INSTRUCTION

YOUR
CHOICE
(based on
student needs)

PHONEMIC AWARENESS

Initial Consonant Sounds: Instruct students to listen to the words *paint* and *door*. Cue students to say the first sound they hear.

I will read two words that you know from this story. I'd like you to say the first sound of each word when I hold up my finger. Listen: paint. What's the first sound in the word paint? (Pause for thinking time, then cue students to say the sound together.) (/p/) Excellent! Listen: door. What's the first sound in the word door? (Pause for thinking time, then cue students to say the sound together.) (/d/) Good. Listening for sounds in words helps you with your reading and writing.

ELL SUPPORT

ELL students use essentially the same process when learning to read in English as native English speakers. However, the resources that first- and second-language readers bring to bear are different. The most important differences are English-language proficiency and background knowledge pertinent to the text being read.

CONCEPTS OF PRINT

Book Cover: Help students identify the book's title, author, and illustrator.

Every book has a title, and every book is written by an author. Where can we find the title? (on the front of the book.) That's right. The title of this book is I Paint. There are names on the front cover, too. Who can tell me whose names they might be? (The person who wrote the story; the person who made the pictures.) That's right—the author and illustrator. The author wrote the book, and the illustrator drew the pictures. Under the title, it says “written by Jon Madian.” That means that Jon Madian wrote the book. He is the author. Then it says, “illustrated by Jane Conteh-Morgan.” She is the illustrator of the book, the one who drew the pictures.

WRITING CONNECTION

Write Labels: Have students think about something they would like to paint. Provide them with a copy of the blackline master on page 8 so they can draw a picture and label it.

The boy in this story paints a lot of things. What would you like to paint? Draw a picture of something you would like to paint. Then write what the picture is about underneath it. I will come around to help anyone who needs help writing about the picture.

Name: _____ Date: _____



Retell the Story

I Paint



I paint the floor.

I paint the chairs.

I paint the wall.

I paint the door.

I paint the hall.

I paint the stairs.

I paint!



Name: _____ Date: _____

I Paint

Draw a picture of something fun to paint. Write about your picture.

A large, empty rectangular box with a blue border, intended for drawing a picture of something fun to paint.
