**Guided Notes for teachers on *I believe I can by Grace Byers, Pictures by Keturah A. Bobo***

Genre: Fiction

Grade Level: 3 and/or adapted

Reading Approach Used: Shared reading

Processes: Thinking critically, exploring language, processing information

Written and Visual Focus: change of text size, letter, illustrative text

Thinking Critically:

* What do you think the story will be about?
* What do you think the students believe in?
* How do you think you can help believe in yourself?
* What is the purpose of this book?
* What do you believe you can do?
* How can we help others believe in themselves?

**Exploring Language**

Terminology: title, cover, illustrations, author, illustrator

Vocabulary

Interest Words: mighty, alps, ignite, project, worthy, grounded, boundless, defeat

Compound Words: sometimes, mistakes

Contraction: I’ll, lion’s, dragon’s, I’m, there’s, can’t

Singular/Plurals: ship/ships, ocean/oceans, alp/alps, flame/flames, sometime/sometimes, mistake/mistakes, lie/lies, matter/matters

Antonym: right/wrong, can/can’t, win/lose

Synonyms: bright/shine, worthy/value, hold/last, wrong/mistakes, voice/sound

**Print Conventions:**

Phonological Patterns

Focus on consonant cluster:

* Short vowel sounds: can, like, run, night, worthy, me, name, brick, rock, clock, when, do, firm, right, wrong, strong, but, may, win, dust, best, that, hold, down, is
* Long vowel sounds: deep, oceans, sail, reach, peak, train, against, lions, roar, value, build, keep, too, believe, fears, lies

Focus on rhyming words: rock/clock, strong/wrong

Look at suffix: mighty, highest, brightest, against, worthy, going, boundless, grounded, simply, within, anything

Say Phonemes in…

**Visual information**

Look at the illustrative text throughout the book. Discuss why it is written like this

Discuss the letters

*I believe I can* is a tribute to the limitless potential of boys and girls of every background – all they need is to believe in themselves.

The illustrations in this children’s book demonstrate what an inclusive classroom should look like and helps students understand that everyone is different, but we can all reach the same goals when we believe in ourselves.

**Processing information**

(including oral, written and visual language)

* Working on what we see in the pictures
* Working on sounding out longer words (like the interest words or long vowel words)

**Ideas for selection/what to highlight**

Discuss the plot. Talk about the problem and the solutions

Share something about the main character in this story

* Describe the setting
  + The setting took place in different areas, some were on a playground, others where in their homes maybe, playing in the classroom and playing in a setting with other children
* Discuss the message
  + The message of the story is that anyone of any background or abilities can achieve their goal when they believe in themselves
* Dramatize the story
  + The students can show actions to what the children are doing in the book
  + They can also annunciate the keep actions to what the children believe they can do
  + The students can draw a picture of what they believe they can do

**Activities**

**Outcome: CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy to follow writing (including a short report, a procedure, a letter, a story, a short script and a poem) with a clear purpose, correct paragraph structure and interesting detail.**

Indicator:

(c) understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, Graphophonic, and other cues and conventions to construct and communicate meaning when writing

**Activity #1**

Focus on language: Semantic/Lexical/Morphological

Goal and Purpose: Recognize basic sight vocabulary, use knowledge of simple prefixes and suffixes and recognize the same words in different forms

Activity: Students will get a worksheet on suffixes and practice writing the two words together, that are from the story *I believe I can.* Students will get an estimated time of 5-10 minutes depending on how much time they need and their writing skills. Having the students right out the words in the box shows them how to combine two-words or phrases and make it one, by adding the suffixes to the ending of the word. They can either work in pairs to complete this assignment/activity to help bounce ideas off of each other. This activity will also help them focus and understand the importance of sounding out the words while they working on adding suffixes. (STUDENTS ANSWERS ARE IN RED)

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| **SUFFIX WORKSHEET ACTIVITY** | | |
| Students can either work in pairs or by themselves to fill out the chart. They will work on writing out and combining words together with the right endings. After they finish sounding out all the words, they will go through them again and spell them out on a blank piece of paper and as they spell them, they sound the words out again. | | |
| **BEGINNING** | **ENDING** | **JOINED** |
| HIGH | EST | HIGHEST |
| BRIGHT | EST | BRIGHTEST |
| WORTH | Y | WORTHY |
| GO | ING | GOING |
| BOUND | LESS | BOUNDLESS |
| GROUND | ED | GROUNDED |
| SIMP | LY | SIMPLY |
| MIGHT | Y | MIGHTY |
| ANYTH | ING | ANYYTHING |
| WITH | IN | WITHIN |

**ACTIVITY #2**

Focus on language: Semantic/Lexical/Morphological

Goal and Purpose: Recognize basic sight vocabulary, use knowledge of simple prefixes and suffixes and recognize the same words in different forms

Activity: Students will look out making words plural. I will give them a variety of words from the book we read in class and they will have to make them plural by adding a “s” or “es”. I would give them an example to help start them off. They will work on this activity individually so that they can focus on what makes the words plural and the importance of a simple letter like ‘s’. (STUDNETS ANSWERS IN RED)

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| --- | --- |
| **SINGULAR TO PURAL WORKSHEET** | |
| Students will be given a word from the story and have to make the word plural by either adding a ‘s’ or ‘es’ to the ending. | |
| SHIP | SHIPS |
| OCEAN | OCEANS |
| ALP | ALPS |
| FLAME | FLAMES |
| SOMETIME | SOMETIMES |
| MISTAKE | MISTAKES |
| LIE | LIES |
| MATTER | MATTERS |

**Activity #3**

Focus on language: Phonological/Graphophonic

Goal and Purpose: Developmental sequence of phonological skills

Activity: Students will work on sounding out their words that the teacher will provide from the book read in the class. They will work on decoding the long vowels out of complex words. This activity can be done in partners, group or with their big buddies. By the end of this activity students will be able to decode words with long vowel sounds and look for them in a certain texts.

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| **LONG VOWELS WORKSHEET** | | |
| The students will work together to sound out each word.  Step 1: begin by sounding out the first letter  Step 2: move to sounding out the middle letters the long vowel sound  Step 3: move to sounding out the last letter  Step 4: work on putting all the letter together to sound out the full word  \*this activity would we good to do with their big buddies to help them work one on one with an older student or doing it in centers so that the teacher can help the students in smaller groups | | |
| **BEGINNING** | **MIDDLE** | **END** |
| D | EE | P |
| OC | EA | N |
| S | AI | L |
| R | EA | CH |
| P | EA | K |
| B | UI | L |
| R | OA | R |
| F | EA | R |

**Activity #4**

Focus on language: Textural, Other Cues and Conventions

Goal and Purpose: Interpret and respond appropriately to non-verbal cues including facial expression and gestures; use and interpret conventions of texts recognize and use discernable features such as labels, headings, sounds, colours

Activity: Students will get a handout with a blank space to work with. They will then think to themselves what they believe they can do. They will then draw a self-portrait of themselves in the middle of the page. Then they will add words in the blank spaces of what they believe they can achieve. The final step will be to allow them to colour them and will be hung up for everyone to see (e.g., I believe I can fly, swim, draw, dance, etc.).

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| **I BELIEVE I CAN SELF PORTRAIT WORKSHEET** |
| Think about what you want to do or what you want to achieve in the future.  Step 1: Draw a picture of yourself in the middle of your page  Step 2: Write the words you came up with in the spaces around you (e.g., I believe I can **fly**, etc.), but only writing the single word like fly.  Step 3: Colour your picture |
| **I BELIEVE I CAN…** |