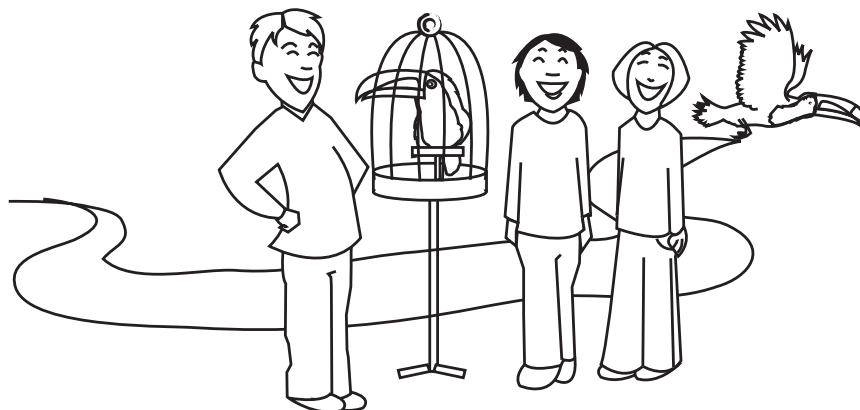




Toucan

Who can, who can,
Who can catch a toucan?
Lou can, Lou can,
Lou can catch a toucan.
Jan can, Jan can,
Jan can catch a toucan.
Sue can, Sue can,
Sue can catch a toucan.
One can, two can,
Three can catch a toucan.
Lou can, and Sue can,
Jan can catch a toucan.

—Tim Rasinski



Toucan

Using the Poem

See pages 8–9 for ideas to introduce the poem. Complete some or all of the following activities throughout the week. The activities that follow may be completed before, during, or after reading the poem. The scheduling of activities is up to the teacher’s discretion and the students’ needs. Select the activities that best suit your purposes.

Phonemic Awareness

Students practice segmenting words into sounds by using the names of their families, friends, and pets. Have students work in small groups. One student will segment a name (/j/ pause /a/ pause /n/). The other students in the group will guess the person’s or pet’s name (*Jan*). Begin the activity by modeling with students’ names.

/b/ pause /e/ pause /n/—*Ben*

/r/ pause /o/ pause /b/—*Rob*

/k/ pause /i/ pause /m/—*Kim*

/s/ pause /c/ pause /o/ pause /t/—*Scott*

/c/ pause /a/ pause /s/ pause /a/ pause /n/ pause

/d/ pause /r/ pause /a/—*Cassandra*

Phonics

Have students reread the poem. Write the question, “Who can catch a toucan?” on the board. Have students answer the question with words that rhyme with *can*.

Jan can catch a toucan.

Dan can catch a toucan.

Stan can catch a toucan.

Nan can catch a toucan.

The man can catch a toucan.

Vocabulary

Play “What is it?” with the students. Create several clues about a selected vocabulary word. Say them one at a time to reveal information

about the word. Students will guess the word.

It has wings. It lives in a tree. It has a large colorful beak. (*toucan*)

It has wings. It carries people. (*airplane*)

It has wings. It begins as a caterpillar. (*butterfly*)

It has wings. It has sharp claws. It is the national bird. (*bald eagle*)

It has wings. It cannot fly. It eats fish. (*penguin*)

Fluency

Provide students with “Reader’s Theater” (page 119). Have students use the script to practice and perform “Toucan.”

Comprehension

Ask the students, “What is a toucan?” Use a graphic organizer/semantic web with a circle in the center. Write *toucan* in the circle. Have the students tell all they know about toucans. What do they look like? Where do they live? What do they eat? Write the students’ responses on the graphic organizer. Students can use the information to write about toucans.

Word Study Extension

Use page 120 to extend word concepts from the poem.



Reader's Theater

Directions: In groups of four, select a part from the script. Practice reading your part with expression. Join with the other readers and practice the play together. Perform for your class.



Toucan

Reader 1: Who can, who can, who can catch a toucan?

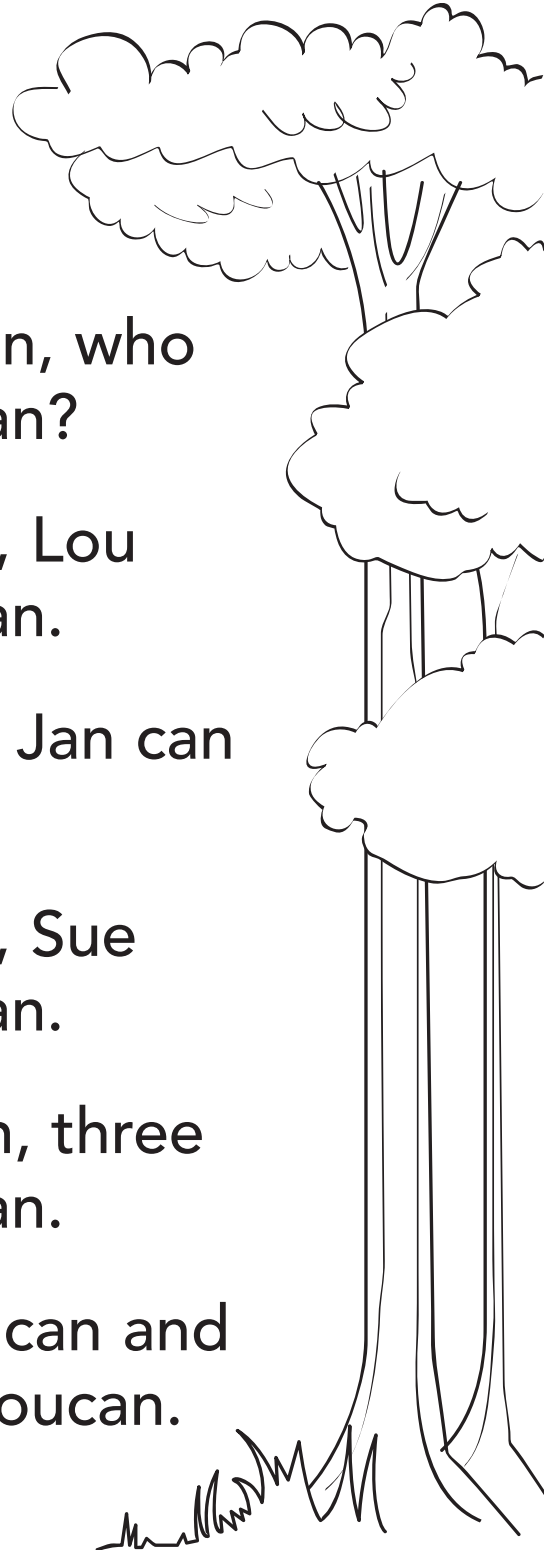
Reader 2: Lou can, Lou can, Lou can catch a toucan.

Reader 3: Jan can, Jan can, Jan can catch a toucan.

Reader 4: Sue can, Sue can, Sue can catch a toucan.

Reader 2: One can, two can, three can catch a toucan.

Reader 1: Lou can and Sue can and Jan can catch a toucan.





Word Building

Directions: Write words from the poem in the correct categories. Then, add new words to each category.

Words with *an*

Words with *ee*

Words with *tch*

Words About
Birds

Complete the Sentences

Directions: Read each sentence. Supply the missing word. Use the Word Bank for help.

1. I slipped on a _____ and fell.
2. I saw _____ toucans at the zoo.
3. Mom made a _____ of cookies.
4. Our dog likes to _____ sticks.



Word Bank

fetch three banana batch