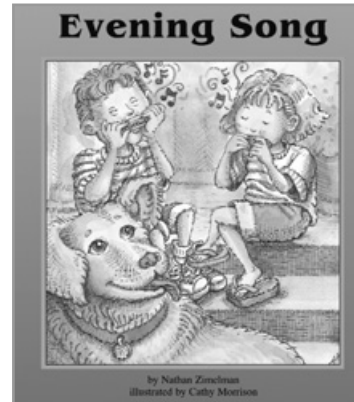


Evening Song

Author Nathan Zimelman
 Illustrator Cathy Morrison
 12 pages ■ 115 words



Evening Song

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G	I		

S = Shared G = Guided I = Independent

SYNOPSIS

A boy recalls musical summer evenings with family and friends in his neighborhood.

WHAT THE BOOK OFFERS

- Fiction narrative
- First person plural
- Past tense
- Sentence structure varies to include both one and two actions
- Poetic thoughts
- Text placement at the bottom of the page only
- Three lines of text maximum on any page
- Nonfiction note on a harmonica as a wind instrument

POSSIBLE SKILLS EMPHASIS

- Attending to text detail, especially word endings
- Attending to past tense word endings: *-ed*, *-ing*
- Using syllabication to problem-solve
- Discovering new vocabulary meaning through use of context clues and illustrations

INTRODUCING THE BOOK

Let's look at the illustration on the cover. What do you see that might give you a clue of what this book is going to be about?

- If students don't notice, point out the musical notes and see what they know.

Read the title and see what you find out. Remember to look for parts of the word you know and chunk that first word if you need help. So now what are you thinking? Let's look at the title page and see if it gives us any more information.

What do you know about harmonicas?

- You may have to provide students with some background knowledge regarding fireflies (a.k.a. lightning bugs) and harmonicas.

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Evening Song (continued)

FOCUS OF INSTRUCTION

Read pages 2 and 3 in your head. What's going on? Which character is telling this story? (first person narrative) Is this happening right now, or is the character remembering it? How do you know? (past tense)

Read page 4 in your head. What did you find out? Read to page 9.

Page 9 provides an opportunity to predict: Where are the children hurrying to? Is this a place you would like to be? Read to the end to find out.

How did this story make you feel? Does this remind you of anything in your life?

- Draw attention to how the author used so few words to create a feeling, like a poem.
- Do students notice that a lot of the mood is created and carried in the illustrations?

FOLLOWING THE READING

- Discuss how authors and illustrators create mood.
- Discuss author's word choice that made the writing more poetic. *What words did the author use to paint a picture in the reader's head?*
- Notice how the story begins on the porch and ends on the porch.
- Pets appear on every page; revisit the text from the point of view of a pet.
- Shared reading: nonfiction note about the harmonica.
- Discuss purpose of nonfiction note.
- Students might make a list of different musical instruments or write about a song or some music they like, have heard, or have played.
- Some students might want to write about a memory of an activity or event they shared with siblings or friends.