

Books for Young Learners Teacher Resource

Book Notes



A Day at the Fair

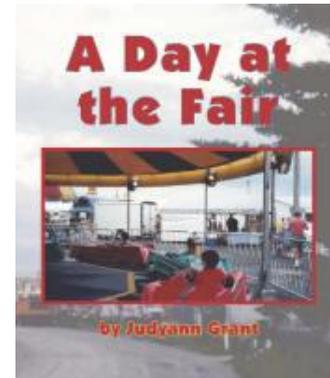
Author Judyann Grant

Photographs Judyann Grand and Janice Boland

12 pages ■ 603 words

Fountas and Pinnell Level N

Reading Recovery Level 20



A Day At The Fair

SYNOPSIS

In this book, students can learn about all the things that might be at a country fair.

WHAT THE BOOK OFFERS

- Descriptive vocabulary
- Strong picture support
- Engaging content
- Variety of common 'ending' sounds

POSSIBLE SKILLS EMPHASIS

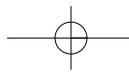
- Opportunities to read with expression
- Prediction
- Drawing conclusions
- Word endings
- Many children will be unfamiliar with the phrase "digging to China," so the introductory discussion could include the fact that it is a saying, with students suggesting the contexts in which it might be used.

INTRODUCING THE BOOK

Let's fill in a web of what we would expect to see and do at a country fair.

In the center of the web, I will write FAIR in a big bubble. Now let's think of things that we might see at a fair (add extension lines with bubbles, shooting off the center of the web). Teacher will write students' predictions in the extension bubbles.

Now let's look at the pictures in this book and see if we can add anything to our web. Look through the pictures yourself and see if you can find something we missed.



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A Day at the Fair (continued)

FOCUS OF INSTRUCTION

- Let's go to page 16 and read what happened at the end of this story. Who do you think this lady is? Read about her on the inside back cover. Why do you think she wrote a book for kids about her day at the fair? What makes you think that?
Now start reading to yourself on page 2 and keep going until you read about the friendly horse.
What did the horse let the boys do to him? Would you have tried that? Why or why not?
Pick one animal you liked reading about and turn to that page. Reread what the author wrote. Now tell us about that animal. Why do you think that animal is a good animal to have at a country fair?
Start on page 7 and read until you get to the merry-go-round page. Which ride did you like the best in this book? Who can read about their favorite ride to us?
Now finish the story and tell us one thing you learned about country fairs that you didn't know before you read this book.
What did you learn? Would you recommend this book to your friends? Why or why not?

FOLLOWING THE READING

- Create a booth at a country fair! Students will design a booth that they would like to work at, using the questions listed below to help them get started:
 - What will the front of the booth look like?
 - What will you sell?
 - What will your price chart look like?
 - If it's a game, what will the rules and prizes be?
 - How will you transport your booth from one country fair to another?
- Students can write a letter to the author telling her what they thought of her book and what they learned. They can describe their favorite animal, ride, and booth that they read about. They should be encouraged to ask questions and offer feedback about the author's writing and photos.

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A Day at the Fair (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>A fair can be fun to go to because . . . An amusement park is different than a fair because it . . .</i>
USE YOUR MEMORY	<i>What are three animals that were at the fair? What was the name of the ride the author described as being able to “zoom around curves”? How do you know?</i>
WHAT'S YOUR OPINION?	<i>What are all the reasons you can think of why people like to go to fairs? If you have never been to a fair, reread this book and then answer the question. Would you ever want to be in a pie-eating contest? Why or why not?</i>
BE CREATIVE	<i>Go back and look at all the things that were at this fair. Draw a map of the fair and label each place, ride, and animal that you found in the book. Hint: The rides will all go in the midway section of the fair. That means right in the middle of the fairgrounds. So what will you put on either side of the midway? Use the pictures in the book to help you design your map.</i>
VOCABULARY AGENT	<i>Below are adjectives (describing words) that were used in the book. Next to each word, write the thing that word is describing. For example: soft, fluffy, black, white = rabbits. You may use the book to help you.</i> ADJECTIVES <i>*long, red, bright *rich, creamy *rough pink *blue, pink, rainbow-colored *shiny red *sweet golden</i>

Book Note by Dr. Connie Hebert

Additional Comprehension Prompts by Dr. Connie Hebert

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