

Books for Young Learners Teacher Resource

Book Notes

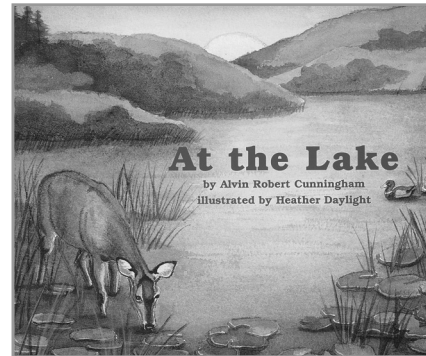


At the Lake

Author Alvin Robert Cunningham

Illustrator Heather Daylight

16 pages ■ 176 words



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

S = Shared G = Guided I = Independent

At the Lake

SYNOPSIS

A cyclic recount of life at the lake during 24 hours.

WHAT THE BOOK OFFERS

- Nonfiction cyclic recount
- Third person
- Past tense
- Detailed descriptive writing causing reflective reading
- Time sequence in two-hour intervals, clock and text match
- Vocabulary probably unfamiliar: sun-warmed, dunked, swatted, twelve o'clock noon
- Range of verbs describing action and creating mood
- Alliteration: swished and swatted, dipped and dunked
- Many of the concepts cannot be illustrated

POSSIBLE SKILLS EMPHASIS

- Decoding and comprehending unfamiliar vocabulary
- Decoding skills: blends, syllables, compound words, hyphen changing function of words (sun-warmed as adjective)
- Inferential viewing of illustrations, understanding mood
- Understanding setting as time and place
- Understanding time sequence providing a text framework
- Understanding how the text influences reading pace and thought
- Making associations with words of similar meaning
- Understanding how verbs can create mood as well as describe action

INTRODUCING THE BOOK

(continues)

Let's gather information from the cover to help us think about what to expect from this book. First, think about setting—the time and place or when and where.

Now add the who and what they are doing.

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At the Lake (continued)

INTRODUCING THE BOOK (continued)

Do you think anything changes at the lake during the day? Or the night?

I wonder what Alvin Robert Cunningham wants us to think about.

FOCUS OF INSTRUCTION

- The descriptive and reflective text style and the probable amount of unfamiliar vocabulary will slow the reading pace. This should be encouraged as students learn about such influences on pace, expression, and fluency.

As you read the page with your eyes, you will probably create your own pictures in your head of the lake at. . .

Page 8: As you finish reading the page, pause for a minute and think whether the fish caught the dragonfly.

Page 10: Can you think what the glowing moon looked like?

- The amount of unfamiliar vocabulary provides opportunity to ensure that students are using a range of decoding strategies and that they can make links with other words of similar meaning.

Page 12: What is another way of describing “silently”?

What other words go with “dipped” and “dunked”?

FOLLOWING THE READING

Let’s go back and look at the words the author used to describe the actions. Let’s make a table with two columns, sorting the words into those that describe quick actions and those that describe slow movements.

Think how these words helped you to think about what was happening. Was there a pattern to the way the author used these?

Look at the list of verbs again and think about the movements of other animals that could be described in this way.

- If the list is written on chart paper and displayed where access is easy, it will be a valuable reference for the children’s writing.
- Using the time sequence, write about a day and night in the classroom, or at home, or at the zoo.
- Identifying and listing the unfamiliar words, link words of similar meaning, thinking of a context in which they might be used in the students’ speaking or writing.
- Discuss when time sequence provides an appropriate framework for recording (mainly events).