

Books for Young Learners Teacher Resource

Book Notes



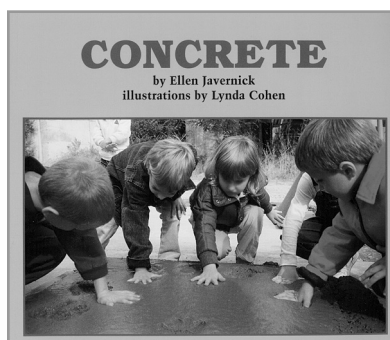
Concrete

Author Ellen Javernick

Illustrator Lynda Cohen

Photographer Janice Boland

12 pages ■ 123 words



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

S = Shared G = Guided I = Independent

Concrete

SYNOPSIS

An expository text about how concrete is made.

WHAT THE BOOK OFFERS

- Nonfiction expository
- Third person
- Present tense
- More abstract content
- Alternating photographs and illustrations
- Most sections of text have illustrations and photographs
- From general explanation to specific concreting project
- Compound words
- Subplot of mischievous or inquisitive dog
- Formula for concrete on inside back cover

POSSIBLE SKILLS EMPHASIS

- Coping with unfamiliar style of writing
- Understanding explanatory/expository writing
- Gathering information from multiple sources within one book: text, photographs, illustrations, and perhaps formula

INTRODUCING THE BOOK

What is there around us that is made of concrete?

Why is concrete such a good building and paving material?

Have you seen or felt wet concrete?

What will happen if these children do not remove their hands fairly quickly from this wet concrete?

I wonder what this concrete will become.

What does the photograph on the title page tell us about the making of concrete and about the probable focus of this book?

How does that help you think about the kind of reading you will need to do?

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Concrete (continued)

FOCUS OF INSTRUCTION

Page 3: *The cover and title page were illustrated with photographs, but notice what is on this page. Do you look at photographs and pictures such as this differently? Read the text and then scan the illustration to see what else you could add to the text.*

Pages 4 and 5: *What do you notice about these pages? And what did you notice about the words in the first line on page 4? I think you will find several more compound words in this book. Remember how they help you to read new words.*

The dog looks as if he has an idea in his head. I suggest you watch out for him.

Read pages 6 through 9. How do these pages go together?

And now go to the inside back cover.

Can you put all of that information together and make one or two sentences describing how concrete is made?

Page 10: *What has happened now? Instead of reading about all concrete, what does the author want you to think about now and when you have closed the book?*

- Inside back cover: You could read the formula for making concrete to the students and discuss, considering how it extended or reflected the text and illustrations or photographs.

FOLLOWING THE READING

Think about why the author might have written this text. What did the author want you to know and how did she tell you? Did she just tell you or did she describe what happened or what concrete was like? How much information did you get from the photographs and how much from the illustrations? Which showed you what concrete was really like? Choose a page to back up your answer.

- The students could write a short piece about the usefulness of concrete in the community.
- Or, they could write from the dog's perspective telling what he saw and did.
- Discuss why authors include extra information such as that on the inside back cover.