

Books for Young Learners Teacher Resource

Book Notes



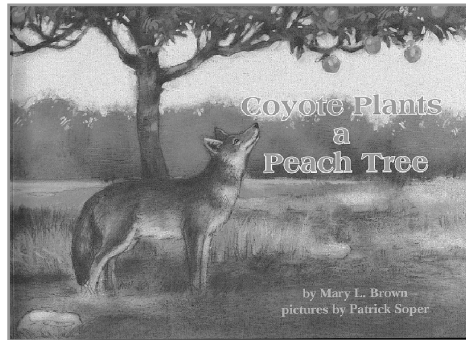
Coyote Plants a Peach Tree

Author Mary L. Brown

Illustrator Patrick Soper

16 pages ■ 233 words

Coyote siembra un árbol de durazno ■ 247 words



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

S = Shared G = Guided I = Independent

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SYNOPSIS

A fictionalized nonfiction account of the life cycle of a peach tree.

WHAT THE BOOK OFFERS

- Nonfiction informational narrative
- Third person
- Past tense
- Cyclical text
- Topic-specific vocabulary
- Descriptive text
- Coyote, the main character by title, appears only at the beginning and end of the book
- Prepositional phrases denoting time, setting, and sequence

POSSIBLE SKILLS EMPHASIS

- Identifying and using chunks of meaning to increase fluency
- Identifying key information
- Retelling in diagrammatic form

INTRODUCING THE BOOK

How could a coyote plant a peach tree?

What might Coyote be thinking as he eyes those peaches in the cover illustration?

Explain how the title and the cover illustration do or do not lead you to think this could be about something that could happen.

What might have happened between the incident shown on the cover illustration and the one on the title page? What is Coyote looking for?

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Coyote Plants a Peach Tree (continued)

FOCUS OF INSTRUCTION

- Selecting key factual information

What does the author want you to remember as you keep reading? What, if anything, could the author have left out of this page? What is the most important piece of information on this page?

- Increasing fluency

Read the page in your head to find the words that make a chunk of meaning / that go together / that will help you read smoothly.

FOLLOWING THE READING

- Listing key information: Discuss how the students could write the information about the peach tree's year around the perimeter of a circle, then divide it into four sections and illustrate it.