

Books for Young Learners Teacher Resource

Book Notes



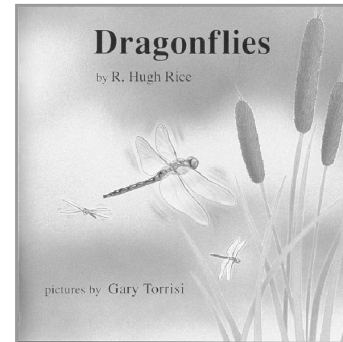
Dragonflies

Author R. Hugh Rice

Illustrator Gary Torrissi

12 pages ■ 53 words

Libélulas ■ 60 words



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

S = Shared G = Guided I = Independent

Dragonflies

SYNOPSIS

An expository text about dragonflies.

WHAT THE BOOK OFFERS

- Nonfiction expository
- Third person
- Present tense
- Clear illustrations extend the text
- New vocabulary
- Detailed writing
- Compound words
- First page poses a question that becomes the focus for the rest of the book
- Extra information on inside back cover

POSSIBLE SKILLS EMPHASIS

- Understanding that an expository text explains or describes
- Gathering information from text and illustrations
- Identifying the kind of information presented in the text—describes what they do, what they look like, what they eat, and how and where they find food
- Understanding how questions can introduce the main idea and set a purpose for the reading

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Dragonflies (continued)

INTRODUCING THE BOOK

- Establish what your group knows about dragonflies and begin to categorize the information as listed. Identify what needs to be confirmed and what still needs to be sought.
- Discuss the use of both illustrations and text, text first and then illustrations to confirm and add more

FOCUS OF INSTRUCTION

- Several of the words will probably be unfamiliar in their written form, providing opportunity to identify the strategies that students are using and checking that they are attending to blends and medial letter patterns rather than individual letters, and that they are familiar with the terms.

Pages 4 and 5: *Read these pages with your eyes. Which sentence is like a summary? What do the other sentences do? Which sentences describe what the dragonfly can do and which ones compare it with something else? Which word in the last sentence told you the author was comparing the dragonfly with something else?*

Scan your eyes to the words at the end of each sentence on page 4. What do you notice?

Which part of the word is common to both? Replace the “for” or “back” with the word “to.” What is it now? What other compound word have we already met in this book?

Repeat for “helicopter”—heliport, helipad

Page 10: *Where do you think the dragonfly’s eyes are? How could you check?*

Look at the word (special). What groups of letters do you see at the beginning and end? What blend is at the beginning? What is the vowel sound?

FOLLOWING THE READING

- Discuss and add to the information chart begun during the introductory part of the lesson. Refer to the inside back cover for extra information and discuss where other information could be accessed.
- Discuss the kind of information gained: explains or describes what happens, what things are like, and how they do things. Introduce the term “an expository text,” drawing attention to the *ex-* as a link with “explain.”

Choose an insect familiar to the children and use the same categories to write a short expository text, reminding them of the