

Books for Young Learners Teacher Resource

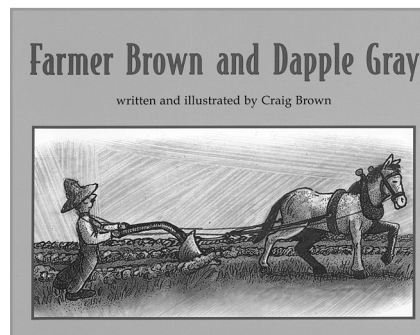
Book Notes



Farmer Brown and Dapple Gray

Author and Illustrator Craig Brown

16 pages ■ 166 words



Farmer Brown and Dapple Gray

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

S = Shared G = Guided I = Independent

SYNOPSIS

Farmer Brown learns how important and valuable his friend Dapple Gray is in helping with the farm work.

WHAT THE BOOK OFFERS

- Realistic narrative fiction
- Third person
- Past tense
- Book language and rhythmic structure
- Evokes clear images
- Some historical content by implication and through illustration
- Spans longer period of time
- Inherent moral
- Some sentences have more than one illustration
- Clear problem and solution structure

POSSIBLE SKILLS EMPHASIS

- Inferential reading of content (for example, passage of time, farm work, moral)
- Identifying and appreciating style and structure
- Understanding problem/solution structure

INTRODUCING THE BOOK

- Identify two elements of setting—of time and place.
- Encourage detailed viewing of the illustration—clothes, cart, and buildings.
- Discuss the place of horses on farms in yesteryear and today.
- Talk about why horses are often called Dapple Gray.

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

S = Shared G = Guided I = Independent

Books for Young Learners Teacher Resource

Book Notes



Farmer Brown and Dapple Gray (continued)

FOCUS OF INSTRUCTION

Page 3: *What does “worked the land together” mean? What would some of the tasks be?*

We hear that a dog is man’s best friend, but a good farm horse can also be a farmer’s good friend. Read on and see if this was the case for Farmer Brown.

Page 5: *Let’s go back and reread the book so far. What do you notice about the language and the way the author has used the words? What pictures does that create in your head? How does it help you read?*

Page 7: *What does “bountiful harvest” mean? When do you hear that, or in what kind of writing would you read or use that term? What might that term say about the setting for this story?*

Page 8: *What do you think Dapple Gray was thinking as he watched Farmer Brown go off on the tractor? And what might Farmer Brown have been thinking?*

Page 9: *What clues do you get from this page to confirm when this took place?*

Page 11: *What do you think Farmer Brown is thinking now?*

FOLLOWING THE READING

What was that story really about? What do you think the author wanted us to think about as we finished the book? Is new always best?

The author may also have wanted us to think about how Farmer Brown solved his problem.

- Discuss the problem/solution structure of the story. Identify other known stories that have a similar structure (traditional tales, myths, and legends are good examples). Talk about how such a text might be planned. Introduce some simple problem/solution organizing diagrams.
- Discuss other things that have changed over time, although, of course, many students will only be able to think about the here and now, so they will need some prompting.
- Make a comparison chart, listing some things of the past and asking students to add the modern counterpart.