

Books for Young Learners Teacher Resource

Book Notes



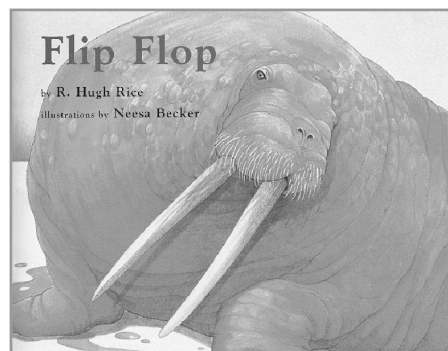
Flip Flop

Author R. Hugh Rice

Illustrator Neesa Becker

12 pages ■ 70 words

Flip Flop ■ 76 words



Flip Flop

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

S = Shared G = Guided I = Independent

SYNOPSIS

A very big walrus flopping off a small ice floe makes a big splash, earning his name Flip Flop.

WHAT THE BOOK OFFERS

- Nonfiction narrative
- Third person
- Past tense
- Text mostly above picture, but one sentence carried from bottom of one page to top of next
- Repetition of words for emphasis
- Two linking adjectives
- Structural analysis and blends
- Extra information on inside back cover

POSSIBLE SKILLS EMPHASIS

- Attention to word and letter detail, especially medial and final, e.g., flip, flop, Flip Flop, flopped, floe
- Attention to text detail, adjectives
- Making generalizations

INTRODUCING THE BOOK

- Use the cover illustration to identify Flip Flop as a walrus, to establish where walrus live, and to describe Flip Flop's size and appearance. Then discuss how he might move, making a link to the title.
- Use the information on inside back cover to confirm or amend predictions, or this information could be shared during or after the initial reading.

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Flip Flop (continued)

FOCUS OF INSTRUCTION

- The similarity of words beginning with “fl” requires careful reading with attention to medial and final letters and sounds.
- During the reading, establish what parts of the text are about Flip Flop and what generalizations about walruses can be made. For example, pages 2 and 3:

What do these pages tell us about Flip Flop?

What can we learn about walruses?

Do you think that would that be true for all walruses?

- List generalizations

FOLLOWING THE READING

Look at our list of information about walruses. What else can you learn about walruses when you reread the text and look closely at the illustrations?

- Read the information on the inside back cover if this has not already been shared.
- Use the information gathered to write an expository text about walruses. It is not anticipated that the term “expository” will be familiar to the students at this stage. It may be appropriate to introduce the term “expository” here, linking it to “explain,” and then to work in a shared situation, explicitly explaining the purpose of the form as informing or describing.
- Draw the student’s attention to the way the author uses two linked adjectives: “great big”; “icy cold.” Discuss how this provides more detail and helps readers create a clearer image. Ask each student to think of an animal and describe it with two linked adjectives. Encourage the use of two linked adjectives in their writing.