

## Books for Young Learners Teacher Resource

## Book Notes

**Night Walk / Caminando por la noche**

Author Ann Kenny

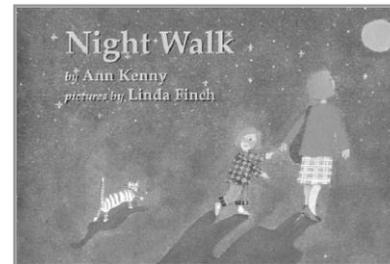
Illustrator Linda Finch

12 pages ■ 51 Eng. words ■ 52 Spn. words

Fountas and Pinnell Level F

Intervention Level 9

Descubriendo la Lectura Level 6



Night Walk

**SYNOPSIS**

The girl and her mother have company on their way to the store.

**WHAT THE BOOK OFFERS**

- Realistic fiction, recount of one incident
- First person plural
- Past tense
- Some repetition
- Detailed reading of illustrations to confirm text

**POSSIBLE SKILLS EMPHASIS**

- Attending to text detail and using illustrations only as secondary confirming cue
- Understanding recount as telling about an incident in detail and sequence

**INTRODUCING THE BOOK**

*Read the title and then look at the cover illustration and think about who is going for a night walk. I wonder where they are going.*

*Who is leading the way and who is following?*

*What is another way of saying following?*

## Books for Young Learners Teacher Resource

# Book Notes



### Night Walk / Caminando por la noche (continued)

#### FOCUS OF INSTRUCTION

- The book should present few challenges for students working at this level, so it provides a good opportunity to check that the picture is not providing the first and dominant cue.

*Look at the text first. What is it describing or telling you about? Now look at the illustration and see if the illustrator is telling the same story as the author.*

*Did you have to pause to work out any unfamiliar words? How did you work out what they said? How did you check?*

*What does it mean when it says the moon and stars followed the girl and her mother? Compare page 9 with the illustration on the cover. What has changed? How might this happen?*

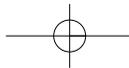
#### FOLLOWING THE READING

*How did the author make you feel as if you were going on the walk with the girl and her mother?*

*When we describe when and what happened in sequence, it is called a recount. A recount is writing it exactly as it happened. It tells who was there, what happened, where, and when. We know what happened first, what happened next, and what happened at the end.*

*Let's think of some good words to describe the order in which things might have happened.*

- Choose a short incident common to students in the group and help them plan and write a recount and evaluate it against the basic elements of a recount.



## Books for Young Learners Teacher Resource

# Book Notes



### Night Walk / Caminando por la noche (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Taking a walk at night is . . . because . . . If I were the cat in the story, I would not . . .</i>
<b>USE YOUR MEMORY</b>	<i>What followed the girl and her Mom after the cat did? How do you know? What made the sound of 'clip, clop, clip, clop' in this story? If you forgot, where can you check?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Do you think that the moon and the stars can really follow people? Why or why not? Why do people think the moon and stars follow them when they walk at night? Do you think the cat liked taking a night walk? What makes you think so?</i>
<b>BE CREATIVE</b>	<i>Draw a map from the girl's house to the store and then from the store back to the girl's house. Label each place the girl and her Mom passed. Use the book to help you. What will the name of your map be?</i>
<b>VOCABULARY AGENT</b>	<i>What is the word you get when you take off the 'ed' at the end of each of these words? *followed *walked *visited *picked *looked *jumped *packed *wanted</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

© 2016 by Richard C. Owen Publishers, Inc./www.RCOwen.com