

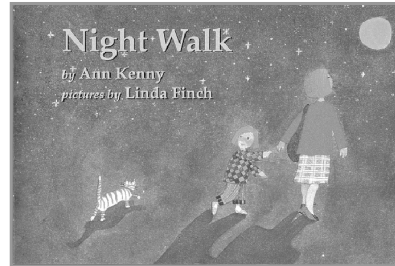
Books for Young Learners Teacher Resource

Book Notes



Night Walk

Author Ann Kenny
 Illustrator Linda Finch
 12 pages ■ 51 words
Caminando por la noche ■ 52 words



Night Walk

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

S = Shared G = Guided I = Independent

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?

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Night Walk (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.