

Books for Young Learners Teacher Resource

Book Notes

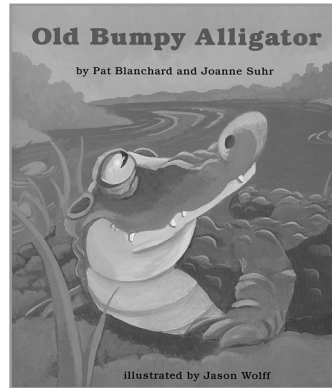


Old Bumpy Alligator

Authors Pat Blanchard and Joanne Suhr

Illustrator Jason Wolff

16 pages ■ 60 words



Old Bumpy Alligator

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

S = Shared G = Guided I = Independent

SYNOPSIS

A nonsense tale about an alligator who chews off his own tail.

WHAT THE BOOK OFFERS

- Fantasy fiction
- Third person
- Past tense
- Cyclic nonsense rhyme
- Repetition of structure
- Repetition of words within sentence
- *-ed* ending

POSSIBLE SKILLS EMPHASIS

- Probable lack of challenges in vocabulary will allow focus on accurate, fluent, and expressive reading
- Summarizing
- Carrying pronoun through book
- Understanding cyclic texts

INTRODUCING THE BOOK

How have the author and the illustrator described the alligator in the title and the cover illustration?

What is the setting for this story?

Is that where an alligator usually lives? What does that make you think about? What kind of book might this be? What else on the cover helps you to check those predictions?

I wonder how Old Bumpy got that name.

Does Old Bumpy look happy? I wonder why he is looking so glum.

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Old Bumpy Alligator (continued)

FOCUS OF INSTRUCTION

- The repeated pattern, the rhyme, and the probable lack of challenge in the vocabulary will help the students focus on fluent, accurate, and expressive reading.

Read these two pages with your eyes. Think how to read them aloud to make them interesting. Which words can you group together as you read?

Which part of the sentence will you emphasize? Why?

How is the author helping you read this easily?

Page 4: How has this page confirmed that this is probably a made-up/fantasy story?

What do you notice about the final three pages? What did you expect to read on the final page?

FOLLOWING THE READING

How would you describe this book?

How well do the illustrations match the text?

Think of one sentence that tells what the story is really about. Write your sentence and clip it to the page that you think best illustrates your sentence.

- Discuss cyclic stories. Recall others known or read some to students. Think about the kind of stories that are cyclic. Compare with informational cyclic texts, including those of life cycles.