

Books for Young Learners Teacher Resource

Book Notes

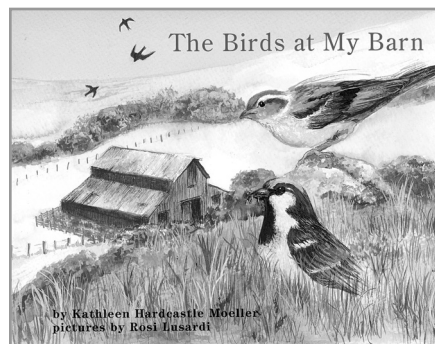


The Birds at My Barn

Author Kathleen Hardcastle Moeller

Illustrator Rosi Lusardi

16 pages ■ 230 words



The Birds at My Barn

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

S = Shared G = Guided I = Independent

SYNOPSIS

A girl's observations and impressions of the birds that visit a barn throughout the day.

WHAT THE BOOK OFFERS

- Realistic fiction narrative
- First person
- Tense changes from past to present
- Mood in text and illustrations
- Sequence, prepositional phrases of time
- Detailed description of appearance and impressions
- Multiple meanings of "as"—simile, conjunction, time determinant
- Most sentences have an introductory phrase
- Open-ended

POSSIBLE SKILLS EMPHASIS

- Adjusting pace of reading to author's writing style and content
- Understanding how authors and illustrators use time to establish mood
- Gathering information through inferential reading

INTRODUCING THE BOOK

- Develop an expectation of a quiet, gentle story (mood).

The title tells us what this book will be about. Think about how the cover picture (front and back) helps us think about the kind of story the author has written.

- Further questions could focus on the girl's expression, the fact that she is watching, the country scene, birds are the only animals, grass and trees appear still.

† The level indicated here differs from that on early editions of the book. The changes have been made as a result of further trialing alongside other books in *Books for Young Learners*.

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The Birds at My Barn (continued)

FOCUS OF INSTRUCTION

- Adjusting rate of reading
- Creating mood
- Gathering information through inferences
- Pages 2 to 5 and each pair of pages following work as a unit for reading and discussion:

How does the author make us think about what we are reading? (similes, exact time, detail, longer sentences, word choice) What do these two pages tell you about bluebirds / cardinals / wrens? Where did you get that information? Could you get it straight from the text or did you have to think about it and use your own words?

FOLLOWING THE READING

- Understanding how authors and illustrators create mood
- Revisiting could include discussion about how the author created a quiet, gentle story and how the illustrations supported this.

What do you notice about the girl in each of the illustrations? (still and watching)

Think of another quiet, gentle story. When might you want to write a story like that?

- List the phrases the author used to tell when the girl saw the birds. Use as a framework for a group or individual sequence story.