

Books for Young Learners Teacher Resource

Book Notes



The Sparrows / Los gorriones

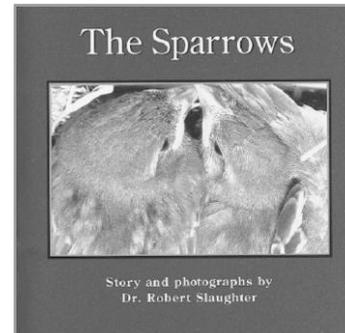
Author and Photographer Dr. Robert Slaughter

12 pages ■ 60 Eng. words ■ 61 Spn. words

Fountas and Pinnell Level F

Intervention Level 11

Descubriendo la Lectura Level n/a



The Sparrows

SYNOPSIS

A simple rendition of the life cycle of sparrows.

WHAT THE BOOK OFFERS

- Nonfiction expository recount
- Third person plural
- Past tense
- Cyclic text
- Labeled diagram on title page: not essential to text but good teaching opportunity and simple enough for students to copy
- Inferential reading
- Extra information on inside back cover

POSSIBLE SKILLS EMPHASIS

- Understanding pronouns: need to carry “they” from page to page
- Understanding the reader’s role in reading beyond the text
- Using initial blends and medial sounds when reading
- Understanding the nature and purpose of a labeled diagram

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The Sparrows / Los gorriones (continued)

INTRODUCING THE BOOK

The title tells us what kind of bird we are going to read about. Think about what you already know about sparrows. Now choose the most interesting one of those facts to share with the group. If you are unsure, look carefully at the cover photograph.

There is a very clear diagram on the title page. Read the labels. Why has the illustrator drawn a line from the word to the bird? When do you need to do that with your diagrams?

FOCUS OF INSTRUCTION

Pages 2 and 3: Scan your eyes across these pages. What letter patterns can you see? Which letters go together to make a sound/blend? As you read this book, watch for those because they will help you work out other new words.

Think about what you have read on these two pages. How does that help you to think about what the rest of the book might tell you?

- Although the vocabulary in the book may not be familiar in its written form, applying phonological and syntactical cues as predictive cues and semantic ones as confirming ones, with illustrations as secondary confirming supports, should enable the children to read the book successfully.

FOLLOWING THE READING

- Discuss the cyclic nature of the text, followed by modeling how to turn the information into a life cycle diagram/labeled diagram of a life cycle.

The author has left some things for us to add to the book. As we reread it, think about what you already know about sparrows and about baby birds and how their parents care for them. We will then be able to tell our own story about the sparrow family.

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| Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading | |
|---|--|
| FINISH THIS THOUGHT | <i>Baby sparrows are . . .because they . . . If I were a bird, I would be a . . . so I could . . .</i> |
| USE YOUR MEMORY | <i>Do sparrow parents have to teach their babies to fly? Check the Nonfiction Note box on the inside back cover to see if you were right. Name four parts of a sparrow. Then study the diagram of a sparrow on the title page.</i> |
| WHAT'S YOUR OPINION? | <i>Why do you think baby sparrows fly up to a tree right after they leave the nest? Where would you go if you were a baby bird on your first flight? Why do you think the mother sparrow doesn't squash the baby sparrows when she sits on them to keep them warm?</i> |
| BE CREATIVE | <i>Look at the picture of the male sparrow on page 9. Then look at the picture of the female sparrow on page 10. What are the differences between them? Make a list.</i> |
| VOCABULARY AGENT | <i>Use all of the following words in one paragraph about birds: *eggs *feed *chirp *feathers *nest *fly *males *females *spring *wings *beak *worms</i> |