

Books for Young Learners Teacher Resource

Book Notes



Trilobites

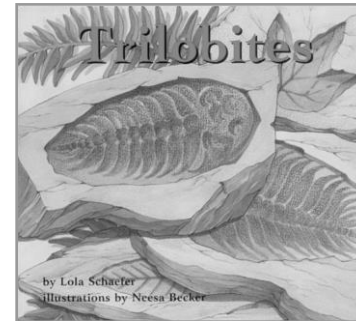
Author Lola Schaefer

Illustrator Neesa Becker

12 pages ■ 141 words

Fountas and Pinnell Level K

Intervention Level 20



Trilobites

SYNOPSIS

A nonfiction piece explaining how trilobites became fossils.

WHAT THE BOOK OFFERS

- Nonfiction expository text explaining how and why
- Third person
- Past tense
- Pronunciation guide
- Historical
- Explanations of unfamiliar vocabulary within text: exoskeletons, fossils
- Smaller typeface than other books at this level

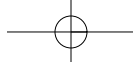
POSSIBLE SKILLS EMPHASIS

- Identifying key information and supporting details
- Understanding the function of an expository text in explaining how and why

INTRODUCING THE BOOK

- Decode and discuss the title, referring to the pronunciation guide on inside front cover.
- Compare the illustration on the front cover and the photograph on the back (raised and indented perspective). Use comparison to ascertain that something had caused the indentation in the rocks on the front cover.
- Some children may mention fossils. Discussion at this point should not detract from the information presented in the book.

If you think you know about fossils, you could compare that with what the author says and then we can discuss that after we have read the book.



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Trilobites (continued)

FOCUS OF INSTRUCTION

What is the most important information that the author gives on this page?

What other details are important? What other information will help you remember that?

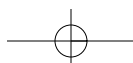
Which part of the text do you think the author thought most important?

Is that a new piece of information, or does it add to what the author has stated already?

Which part of this page do you need to remember?

FOLLOWING THE READING

- Discuss new vocabulary and compose definitions to make a glossary to add to the inside back cover.
- List the most important information.
- Make pencil or crayon rubbings of leaves or shells to use as fossil drawings and accompany them with explanatory captions.



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Trilobites (continued)

| Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading | |
|---|---|
| FINISH THIS THOUGHT | <i>If I were an archeologist, I would search for . . . By reading this book, I learned . . . and . . .</i> |
| USE YOUR MEMORY | <i>Trilobites were one of the first animals to have ____ What did this help them to do? Check page 4 to see if you remembered correctly. What's an exoskeleton? Where does it tell you in the book?</i> |
| WHAT'S YOUR OPINION? | <i>Do you think kids will like this book? Why or why not? Why do you think fossils are interesting to people all over the world?</i> |
| BE CREATIVE | <i>Read the information in the Nonfiction Note box on the inside back cover. Write down 3 facts you learned. Then, using what you learned from this book, draw a rock that has lots of different fossils embedded in it. Be sure to label all your fossils.</i> |
| VOCABULARY AGENT | <i>Look at the top of the inside front cover. The author added this to help readers know how to pronounce the word, trilobites. People could say it different ways if they didn't see the pronunciation. Using each word below, come up with a pronunciation that can help people say each word correctly. For example, let's say the word is, dinosaur. You might say it sounds like: die-no-sore. If you can't think of a way to show the pronunciation, look up the word in the dictionary and copy the pronunciation you see there. Words: *exoskeletons *universal *archeology *research</i> |

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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