

Books for Young Learners Teacher Resource

Book Notes

**I Went to the Beach / Fui a la playa**

Author Lori Morgan

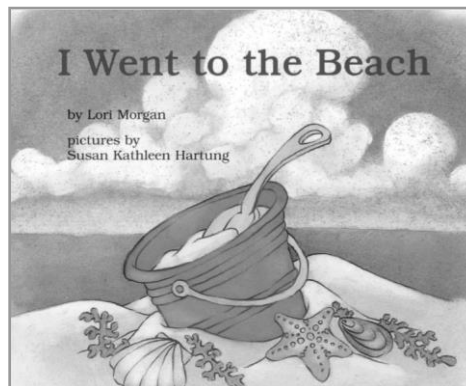
Illustrator Susan Kathleen Hartung

8 pages ■ 25 Eng. words ■ 23 Spn. words

Fountas and Pinnell Level C

Reading Recovery Level 4

Descubriendo la Lectura Level 4



I Went to the Beach

SYNOPSIS

A recount of a day at the beach that ended abruptly.

WHAT THE BOOK OFFERS

- Fiction recount
- First person
- Past tense
- Some inferential reading required—page 7
- Repetition of structure but not vocabulary on pages 4 through 7—I, verb, object

POSSIBLE SKILLS EMPHASIS

- Attending to text detail, especially phonological elements
- Using illustrations as secondary confirmation

INTRODUCING THE BOOK

*What does the title tell you about who and where?
 How does the cover illustration add the what?
 What might the person have collected/dug/made?
 Now look at the title page. What else can we add to our list?*

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FOCUS OF INSTRUCTION

Page 3: *In your own words, what does the text tell you?*

Who is "I"?

Draw your finger around the words that tell you where she went.

What is the name of the place where she went?

Now read the sentence aloud.

Page 4: *Read the text with your eyes. What did you find out?*

What did the girl do? What did she make?

Which word tells you how she made it?

What letter do you see and hear at the beginning of that word? What other sounds do you see and hear in the word?

■ Page 5: *After reading the text on this page, compare the structure.*

The first word tells you who did it. What does the second word tell you? And what about the last two words? How might that help you read the next page?

That book is a record of what the girl did on her day at the beach. What did she do first?

FOLLOWING THE READING

What things did she do next? How did the story end?

Let's make a chart telling what happened at the beginning, middle, and end of her day.

- Choose a typical school day and discuss beginning, middle, and end, and have the students make their own pictorial chart and then tell about their day.
- Discuss other familiar events using the beginning, middle, and end structure and adding who, what, and where to each. It may be useful to have a three-by-three grid with three cards, one for each of "who," "what," and "where." The children use these to remind them of the three elements to include at each stage, moving the cards down as their retelling or recounting progresses.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The girl went to the beach because . . . The dolphin looked like a shark because . . .</i>
USE YOUR MEMORY	<i>Name all the things the girl put on her sandcastle. What would you put on a sandcastle?</i>
WHAT'S YOUR OPINION?	<i>Why did the girl dig a hole in the sand? What would happen if she poured water into the hole?</i>
BE CREATIVE	<i>What are 3 things you would do if you thought there was a shark in the water?</i>
VOCABULARY AGENT	<i>Name all the things you see at the beach on pages 2 and 3. Name 3 things you like to bring to the beach. Name 3 things you think kids like to do at the beach.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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