

Books for Young Learners Teacher Resource

Book Notes



The Fox / El zorro

Author Janice Boland

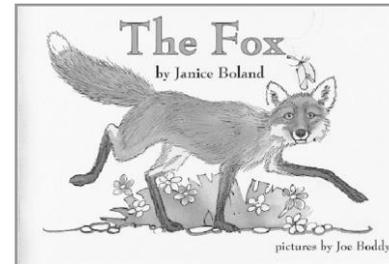
Illustrator Joe Boddy

8 pages ■ 24 Eng. words ■ 24 Spn. words

Fountas and Pinnell Level C

Reading Recovery Level 4

Descubriendo la Lectura Level 3



The Fox

SYNOPSIS

A fox can do a lot of things, including being outwitted by a duck.

WHAT THE BOOK OFFERS

- Fiction
- Third person
- Present tense
- Repetition, verb change at end of sentence except for page 6
- Illustrations extend text
- Extra information on inside back cover

POSSIBLE SKILLS EMPHASIS

- Using phonological, syntactical, and semantic cues as main prediction and confirmation cues, with illustrations as secondary
- Identifying and using pattern of text to develop fluency
- Understanding the point of the story

*I wonder where that fox is going and why. How is he moving?
How else can a fox move?*

INTRODUCING THE BOOK

*Why does a fox need to move so fast? What can move faster than a fox?
I wonder how the fox will move in this book. What kind of words will tell us that?*

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FOCUS OF INSTRUCTION

Page 2: *What does this page tell you? How did you check that you were right?*

What did you use to check other than the picture? The picture could have told me he was bounding or leaping.

What was the pattern of that sentence?

That will help you read the next page.

Page 3: *Did the author use the same pattern? What changed? Where was that change?*

When you turn to the next page, where will you look first? And how will you check?

Page 5: *Why is the fox hiding? What do you expect to happen on the next page?*

Page 7: *Who will be happy on the next page, the duck or the fox? What makes you think that? Read the next page to see if you were right.*

FOLLOWING THE READING

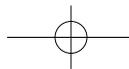
What is one thing that a fox cannot do? What is another way that the author could have written the last page?

What is the fox thinking?

And what is the duck thinking?

- Discuss how knowing the pattern the author is using helps the reader. It is important that students do not see this as a guessing game but as a help in thinking about where the change will come in the sentence and the kind of change: whether it is a verb, noun, or adjective (using the terms the students know).

How could we retell the story in just three or four sentences? Read pages 2 to 4 again. How could we combine that information into one sentence? Who came along and what did the fox do? What did the duck do? Let's write that as our summary.



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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The fox was hiding in the tall grass because . . . When the duck saw the fox, the duck . . .</i>
USE YOUR MEMORY	<i>What is the title of this book? How do you know? What is the whole book about?</i>
WHAT'S YOUR OPINION?	<i>What was the frog thinking about when he saw the fox hiding in the tall grass? Why do you think the fox went to the pond?</i>
BE CREATIVE	<i>If you were a hungry fox, what would you do to catch a duck?</i>
VOCABULARY AGENT	<i>Make a list of words that rhyme with FOX. Make a list of words that start like FOX. Make a list of words that start like DUCK.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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