

## Books for Young Learners Teacher Resource

## Book Notes

**Baron: Rescue Dog / Barón, perro de rescate**

Author Lola Schaefer

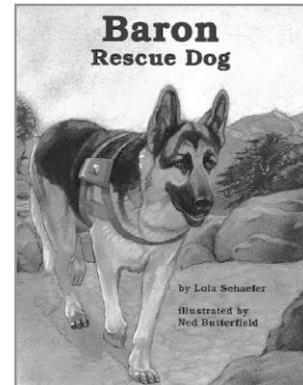
Illustrator Ned Butterfield

16 pages ■ 121 Eng. words ■ 149 Spn. words

Fountas and Pinnell Level I

Reading Recovery Level 16

Descubriendo la Lectura Level 9



Baron: Rescue Dog

**SYNOPSIS**

A recount of a rescue by a dog, showing the relationship between a dog and his master.

**WHAT THE BOOK OFFERS**

- Realistic fiction, detailed recount
- Third person
- Present tense
- One incident
- Clear text/illustration match
- Mainly descriptive of action
- Some complex sentences
- Range of verbs

**POSSIBLE SKILLS EMPHASIS**

- Gathering information
- Making inferences and generalizations from one detailed incident
- Developing fluency and expression
- Understanding the importance of sequence in a recount

**INTRODUCING THE BOOK**

- Establishing what children know about the role and type of rescue dog
- Using title to predict that this will be about one dog, therefore specific rather than general
- Using cover illustration to discuss what identifies this as a rescue dog

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#### FOCUS OF INSTRUCTION

- Developing fluency, scanning sentence to identify which words go together to establish meaning or encourage expression and fluency
- Developing understanding of a recount by predicting *and* confirming sequence of events
- Discussing how present tense draws reader into the action

#### FOLLOWING THE READING

*What have we learned about rescue dogs through reading this book?*

- List on a chart under “We Think” and “We Know” headings.

*Let’s think how the author made us feel as if we were there, watching or even being part of the rescue (detailed writing of one incident and use of present tense).*

*How has the author helped us to think about our writing when we are describing an incident? Think of something interesting that has happened to you. Use what you have learned about writing a recount to help record the incident you want to tell about.*

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>A rescue call is when . . . I think Baron is very smart because he knows how to . . .</i>
<b>USE YOUR MEMORY</b>	<i>Name four places where Baron led Ted so they could find the girl. Check on page 4 to see if you were right. How did Baron pull the girl out of the cave? How do you know?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think the girl was shaking when Baron found her in the cave? Do you think this is a good book for all kids to read? Why or why not?</i>
<b>BE CREATIVE</b>	<i>Make a list of all the things you would take with you for an overnight hike up a mountain. Draw a picture of your first-aid kit. What should be in it? Label each item in your kit. Design an emergency card that you would have in your pocket in case you were in trouble and someone found you. What information would be on your card?</i>
<b>VOCABULARY AGENT</b>	<i>Make a list of all the words you can think of that start with the blends you see in <b>BOLD</b> in the words below: *<b>strong</b> *<b>smell</b> *<b>track</b> *<b>crawls</b> *<b>grabs</b> *<b>sleeve</b> *<b>friends</b></i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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