

## Books for Young Learners Teacher Resource

# Book Notes



### Flip Flop / Flip Flop

Author R. Hugh Rice

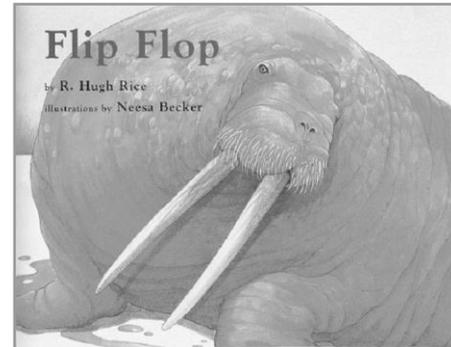
Illustrator Neesa Becker

12 pages ■ 70 Eng. words ■ 76 Spn. words

Fountas and Pinnell Level G

Intervention Level 11

Descubriendo la Lectura Level 8



Flip Flop

#### SYNOPSIS

A very big walrus flopping off a small ice floe makes a big splash, earning his name Flip Flop.

#### WHAT THE BOOK OFFERS

- Nonfiction narrative
- Third person
- Past tense
- Text mostly above picture, but one sentence carried from bottom of one page to top of next
- Repetition of words for emphasis
- Two linking adjectives
- Structural analysis and blends
- Extra information on inside back cover

#### POSSIBLE SKILLS EMPHASIS

- Attention to word and letter detail, especially medial and final, e.g., flip, flop, Flip Flop, flopped, floe
  - Attention to text detail, adjectives ■
- Making generalizations

#### INTRODUCING THE BOOK

- Use the cover illustration to identify Flip Flop as a walrus, to establish where walrus live, and to describe Flip Flop's size and appearance. Then discuss how he might move, making a link to the title.
- Use the information on inside back cover to confirm or amend predictions, or this information could be shared during or after the initial reading.

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### Flip Flop / Flip Flop (continued)

#### FOCUS OF INSTRUCTION

- The similarity of words beginning with “fl” requires careful reading with attention to medial and final letters and sounds.
- During the reading, establish what parts of the text are about Flip Flop and what generalizations about walruses can be made. For example, pages 2 and 3:

*What do these pages tell us about Flip Flop?*

*What can we learn about walruses?*

*Do you think that would that be true for all walruses?* ■ List generalizations

#### FOLLOWING THE READING

*Look at our list of information about walruses. What else can you learn about walruses when you reread the text and look closely at the illustrations?*

- Read the information on the inside back cover if this has not already been shared.
- Use the information gathered to write an expository text about walruses. It is not anticipated that the term “expository” will be familiar to the students at this stage. It may be appropriate to introduce the term “expository” here, linking it to “explain,” and then to work in a shared situation, explicitly explaining the purpose of the form as informing or describing.
- Draw the student’s attention to the way the author uses two linked adjectives: “great big”; “icy cold.” Discuss how this provides more detail and helps readers create a clearer image. Ask each student to think of an animal and describe it with two linked adjectives. Encourage the use of two linked adjectives in their writing.

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### Flip Flop / Flip Flop (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Flip Flop got very tired after he . . . The title of this book is Flip Flop because . . .</i>
<b>USE YOUR MEMORY</b>	<i>What happened to Flip Flop when he tried to rest on a small ice floe? How did the author describe the sea? Now find the words that describe the sea on page 3, on page 6, and on page 12.</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why is Flip Flop a great name for this walrus? Why do you think Flip Flop had to swim so much? How would you feel if you had to swim in the icy cold sea for a long time?</i>
<b>BE CREATIVE</b>	<i>Use the Nonfiction Note box on the inside back cover to write <b>THREE</b> facts about walruses that you did not know. For example: Walruses can stay underwater for 10 minutes. Then write <b>THREE</b> opinions about walruses. I think walruses are brave animals.</i>
<b>VOCABULARY AGENT</b>	<i>Make a list of all the adjectives (describing words) in this book. For example: big Then use them in your own story about Flip Flop.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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