

Books for Young Learners Teacher Resource

Book Notes

**Henry /Henry**

Author Donna Beveridge

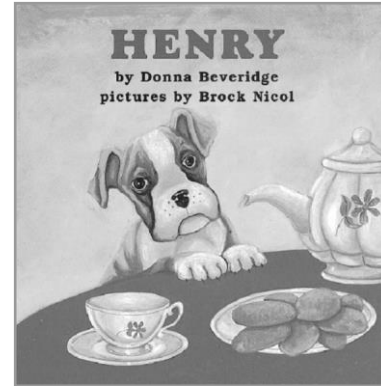
Illustrator Brock Nicol

12 pages ■ 77 Eng. words ■ Spn. 83 words

Fountas and Pinnell Level E

Reading Recovery Level 7

Descubriendo la Lectura Level 6



Henry

SYNOPSIS

Henry learns table manners.

WHAT THE BOOK OFFERS

- Realistic fiction recount
- Third person
- Past tense
- Repeated three-page pattern, but changes within
- Recipe on final page
- Main character shown only in illustration
- Same characters as in *Henry Runs Away* at this level

POSSIBLE SKILLS EMPHASIS

- Attending to text detail, especially medial sounds
- Inferential reading
- Developing accuracy and fluency
- Using pictures only as secondary source for predicting and confirming; emphasis on graphophonic and syntactic cues
- Inferential reading of illustrations

INTRODUCING THE BOOK

- Discuss Henry's expression in the cover illustration—why he looks sad, who else may be at the table, what might they be saying, will Henry be allowed to eat the cookies, and will he?
- Discuss the title page and whether it adds information about Henry or about what they might read in the story.

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Henry/ Henry (continued)

FOCUS OF INSTRUCTION

- Establish the pattern of attention to the text for predicting and confirming followed by making inferences from illustrations.

As you read page 2 with your eyes, look for words that go together so that when you're reading aloud, it will be smooth and interesting.

What or who are in the illustrations but not in the text?

What do you think Henry is thinking or planning?

Now look at page 3. What has changed in the text? And in the illustration?

We have had Dad and Holly doing something. What do you anticipate reading on the next page? Check that you were right. You will need to read the text first.

Who do you expect to read about on page 4?

Page 5: What do you notice about this text? We read about Dad, then about Holly, then about Henry, and now . . . So what might the next page begin with? And the next?

What do you know about Henry? What kind of dog is he? Where did you get that from, the text or the illustration or both?

FOLLOWING THE READING

What did you need to do as you read the text? And what did you look for in the illustrations?

Let's go back and see what the author left for us to add as we read. We could write a sentence for each page telling what Henry was thinking. We could write this as a thought bubble or as text for across the top of each page.

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Henry/ Henry (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Most dogs like to eat people food because . . . One day, I woke up and my dog said, “ ” and then he . . .</i>
USE YOUR MEMORY	<i>Why did Dad and Holly say “no” to Henry? Where did Henry put his paws?</i>
WHAT’S YOUR OPINION?	<i>Why don’t people want dogs to beg for food? Would you have put tea and a cookie in Henry’s bowl? If not, what would you have given him?</i>
BE CREATIVE	<i>Read the recipe for Dad’s Oatmeal Cookies on the last page. How many ingredients are there? Make up your own recipe for dog biscuits. Be sure to tell how hot to heat the oven and how many minutes to bake them.</i>
VOCABULARY AGENT	<i>Name all the things you see in the picture on page 11. Be sure you use color words to describe something that has a color.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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