

Books for Young Learners Teacher Resource

Book Notes



The Dollar/ El dólar

Author Nathan Zimelman

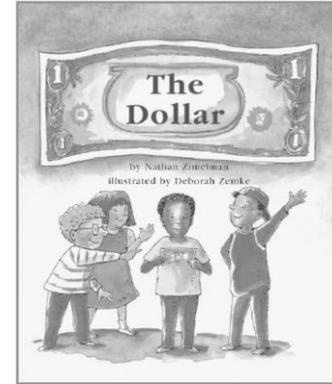
Illustrator Deborah Zemke

16 pages ■ 169 Eng. words ■ 165 Spn. words

Fountas and Pinnell Level K

Intervention Level 18

Descubriendo la Lectura Level 7



The Dollar

SYNOPSIS

A boy finds a dollar and ponders how to spend it to please his friends.

WHAT THE BOOK OFFERS

- Realistic fiction recount
- Third person
- Past tense
- Illustrated thought bubbles
- Some dialogue
- Detailed writing
- Range of sentence structures

POSSIBLE SKILLS EMPHASIS

- Attention to text to cope with variety of sentence structures
- Predicting and confirming through syntactic and phonological cues
- Identifying chunks of meaning to aid fluent reading
- Understanding structure of a recount

The friends in the cover illustration look happy, but Archie looks rather surprised. I wonder why.

INTRODUCING THE BOOK

I wonder how he got the dollar and what he might do with it.

I wonder what each is saying.

Let's look at the illustration on the title page. No dollar and no friends. I wonder what has happened now.

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The Dollar/ El dólar (continued)

FOCUS OF INSTRUCTION

- This book provides opportunity to check that students are not relying on picture clues.

Read the text with your eyes. Which words caused you to stop and think? How did you work out what they said? And how did you check?

How else could you have checked?

Read the text with your eyes to see which words go together. Now use those clusters to help you read the sentence smoothly and in an interesting voice.

Page 4: We know he had more than one friend (check back to page 3), and this page starts with "One friend," so what will the next page start with? And what about page 6? Check to see if this is how the author is telling you about what his friends want.

FOLLOWING THE READING

I wonder why the illustrator included thought bubbles. Which part of the text did they go with? Did the thought bubbles help your reading? If so, how?

How did the author make us feel as if we were there as one of Archie's friends?

He told us exactly how things happened, and where and when. We knew what Archie was thinking and how he solved the problem. He recounted the event in detail.

Go back to page 2. Put your name instead of Archie's and write what you might do if you found a dollar.

What kind of person is Archie? Give reasons for your choice.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>If I found money on the street, I would . . . Archie was a good friend because he . . .</i>
USE YOUR MEMORY	<i>What did Archie's first friend say she wanted? What did Archie's second friend say he wanted? What did Archie's third friend say he wanted? Now check pages 4 – 6 to see if you were right.</i>
WHAT'S YOUR OPINION?	<i>Was Archie a kind person? What makes you think that? What was the problem in this story? What was the solution? Do you agree with the solution?</i>
BE CREATIVE	<i>Look on pages 4, 5, 6, and 7, you will see what are called "bubbles", that are used to show what a person is thinking or saying to himself. They show what characters in a book think. Comic books are filled with picture and word bubbles. They are fun to draw! Draw a WORDLESS book and only use pictures and bubbles to show what is happening and what people are thinking and saying inside their heads. Have fun with bubbles!</i>
VOCABULARY AGENT	<i>Make the words below PLURAL by adding 's' or 'es' to the end to show more than one: *sidewalk *dollar *present *friend *book *car *card *street *store *window *bench *jar *door *box *bean</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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