

Books for Young Learners Teacher Resource

Book Notes



Drawbridge / El puente levadizo

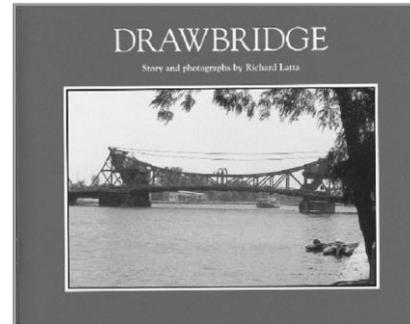
Author and Photographer Richard Latta

8 pages ■ 29 Eng. words ■ 27 Spn. words

Fountas and Pinnell Level E

InterventionLevel 7

Descubriendo la Lectura Level 12



Drawbridge

SYNOPSIS

A photographic recount of how a drawbridge holds up the traffic.

WHAT THE BOOK OFFERS

- Nonfiction recount
 - First person plural
 - Present tense
 - Book language, preposition at beginning of sentence
 - “And” indicating conclusion
 - Compound word: drawbridge ■
- Clear text/photograph match
- Definition of drawbridge on inside back cover

POSSIBLE SKILLS EMPHASIS

- Attending to text detail, using photographs to confirm rather than to predict
- Extending basic vocabulary
- Understanding that many sentences can be stated in more than one way

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(continued)

INTRODUCING THE BOOK

- Use the cover photograph to talk about different kinds of bridges, including those in their environs. Discuss famous bridges, including the Golden Gate Bridge.
- Talk about the need for bridges and who uses them. If students do not contribute “drawbridge,” ask them to look closely at the photograph, especially the two arches in the middle. Discuss title and other compound words and where these are often seen.

FOCUS OF INSTRUCTION

Read the text on this page with your eyes. What do you think it is telling you? Now read it again to check. Did the letters match the sounds in your head? Did the words go together to tell something interesting?

Now check that what you read matches what you see in the photograph.

Pages 4, 6, 7, and 8: What does the first word in the sentence tell you? Then what follows?

How else could the author have written this?

What happens to your voice when a sentence begins with the words “up” or “down”?

FOLLOWING THE READING

- Discuss how sentences can be written in different ways and work through some examples together before providing a few examples for students to restate. Talk about the way the structure influences expression.
- Revisit discussion about different kinds of bridges and their function. Students could discuss types of bridges, including those in their environs, telling where each is, what it crosses, and who uses it. The group could compile a book of different types of bridges, with children drawing the illustrations and writing captions using the information gathered during the discussion.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Drawbridges were invented so that . . . Some people might not like drawbridges because . . .</i>
USE YOUR MEMORY	<i>What happened before the drawbridge went up? What happened after the gate went up?</i>
WHAT'S YOUR OPINION?	<i>Why is there a gate that goes up and down in front of a drawbridge? What would happen if we didn't have drawbridges?</i>
BE CREATIVE	<i>Design a drawbridge that could let a giant cruise ship pass through. After you draw it, write about it.</i>
VOCABULARY AGENT	<i>Name 3 words that have the 'ow' sound you hear in 'down.' Name 3 words that have the 'ate' chunk you hear in 'gate.' Name 3 words that have the 'op' chunk you hear in 'stop.'</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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