

Books for Young Learners Teacher Resource

Book Notes

**Henry Runs Away**

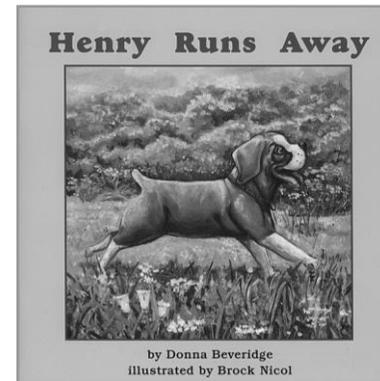
Author Donna Beveridge

Illustrator Brock Nicol

12 pages ■ 150 words

Fountas and Pinnell Level F

Reading Recovery Level 10



Henry Runs Away

SYNOPSIS

A girl tries to find her mischievous dog, which other people see to be a good dog.

WHAT THE BOOK OFFERS

- Fiction realistic recount
- Third person
- Past tense
- Same character as in *Henry*, also at this level in the series
- Two-page repeated pattern
- Almost entirely dialogue
- Opposites provide structure to carry plot
- Obvious problem/solution structure

POSSIBLE SKILLS EMPHASIS

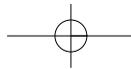
- Understanding how dialogue can carry action as well as speech
- Summarizing as part of retelling
- Using dialogue and punctuation for fluency and expression
- Understanding the problem/solution structure of a narrative

The title gives us a good indication of what this story is going to be about. What is the question you want the author to answer?

INTRODUCING THE BOOK

What kind of story does that make it? In a problem-and-solution story, which part is usually the longest?

Henry looks happy in the cover illustration, but look at him on the title page. What might have happened to make him look so glum?



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Henry Runs Away (continued)

FOCUS OF INSTRUCTION

Pages 2 and 3: *Can you suggest where Holly might have looked? So, what should she do now?*

Page 5: *Think about how the text on this page relates to Henry on the cover and the title page.*

Pages 6 and 7: *What do you notice about the text and the layout on these pages?*

How will that help you read fluently and add expression to your voice? When will you change your voice? Look at the punctuation. Which will you say with more emphasis?

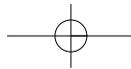
FOLLOWING THE READING

How did the author help you read with expression and keep the reading moving at a good pace?

Why does Henry look so glum at the end of the story?

Think of the most important parts of the story. Leave out the detail and retell the main part in just two or three sentences.

If you had to retell the story in just three pictures, what would they show? Read the other "Henry" book at this level (Henry), identify characteristics of the dog, and use these to write another story about the mischievous dog.



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Henry Runs Away (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>People sometimes say that dogs are 'naughty' when they . . . If I had a dog that was lost, I would . . .</i>
USE YOUR MEMORY	<i>Who was the first person Holly asked about her dog? Who was the second person she asked? Who was the last person she asked? Check and see if you were right.</i>
WHAT'S YOUR OPINION?	<i>Why do you think Mrs. Dunn said Henry was naughty when he ran through the sprinkler? Would you be mad or happy if your dog ran through a sprinkler? Why or why not? Do you think most kids would be happy if a dog ate their lunch? Why was David happy?</i>
BE CREATIVE	<i>Draw and write about one more thing that Henry did for someone BEFORE he ran through the sprinkler. Be sure it's something that Holly thinks is 'naughty,' but it's really not!</i>
VOCABULARY AGENT	<i>Make a list of all the things you see in the big picture on pages 2 and 3. Be sure to use color words when you name things. For example, a yellow fence with a yellow gate and a black handle.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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