

Books for Young Learners Teacher Resource

Book Notes



Katydid / Saltamontes

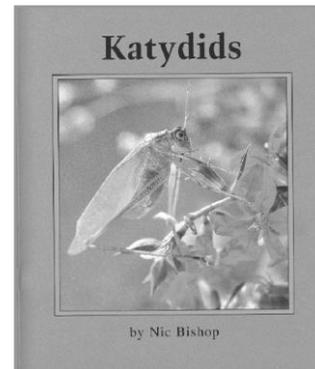
Author and Photographer Nic Bishop

8 pages ■ 20 Eng. words ■ 20 Span. words

Fountas and Pinnell Level E

Intervention Level 7

Descubriendo la Lectura Level 3



Katydid

SYNOPSIS

Katydid are busy insects. This book describes some of their activities.

WHAT THE BOOK OFFERS

- Nonfiction expository
- Some first person
- Past tense
- This and these
- Some inferential reading required
- Focus on verbs; most sentences just subject plus verb

POSSIBLE SKILLS EMPHASIS

- Identifying sentence structure
- Identifying word functions: “who” and “what it does”
- Using more than initial letters to decode

INTRODUCING THE BOOK

What do you expect the title to tell you about?

What letters and sounds can you see in the word?

What smaller word can you see in the title?

Does your prediction name an insect like the one in the photograph?

- Establish what the group knows about katydids—what they look like, where you find them—but unless the students offer it, do not talk about the noise they make, because this would give away the final page of the book.

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FOCUS OF INSTRUCTION

What information can you get from the illustration of the title page that the illustrator did not show on the cover?

Page 3: Read page 3. What information does it give you? How does the author tell you that? Which part comes first? What does the last word of the sentence tell you?

Let's see if the author uses that pattern of who and what they do on the next page.

Pages 4 and 5: Which part of the sentence is changing each time? What kind of word changes?

How can you work out what they say? What sounds are you hearing?

Page 6: We have two pictures here, so what will need to change in the sentence?

Page 8: We know that katydids make a noise similar to their name. I wonder how they listen to each other. Turn back to page 5 and look very closely to see if you can find their ears. A clue is that they are not on their heads (on front legs below the knee).

FOLLOWING THE READING

- Discuss use of “this” and “these.”
- Discuss the verb changes within the sentence and how each sentence followed the pattern of “who” and “what it/they did.” Ask students to think of/write sentences that tell who and what it/they did.
- Draw a katydid and label ears, mouth, eyes. Make sure that the picture has a background showing where a katydid might be found.

How does this book help us write about a creature we know about? Think of the creature you will write about. Tell one thing about how it looks. That will be the beginning of your text. Now think of three things that creature does for the middle of your piece. Then think of one amazing thing it does or think of something that it does not like. That will make an interesting ending for your writing.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Katydid like to eat . . . Katydid make me think of . . .</i>
USE YOUR MEMORY	<i>What did the Katydid do after he jumped? What did the Katydid do before he drank water from a raindrop?</i>
WHAT'S YOUR OPINION?	<i>Why do you think the Katydid can be scary to some people? What would you do if you saw a Katydid?</i>
BE CREATIVE	<i>The illustrations in this book are photographs that are taken with a camera. Pretend you are a photographer and you have been hired to take photos of nature. Make a list of all the things you would photograph for this job.</i>
VOCABULARY AGENT	<p><i>Below are 'action words.' Say each word and tell which sound you hear at the END of each word. Then use each word in a sentence.</i></p> <p><i>*jumped</i></p> <p><i>*munched</i></p> <p><i>*walked</i></p> <p><i>*danced</i></p> <p><i>*skipped</i></p> <p><i>*hopped</i></p> <p><i>*slipped</i></p> <p><i>*galloped</i></p>