

Books for Young Learners Teacher Resource

Book Notes



My Favorite Place

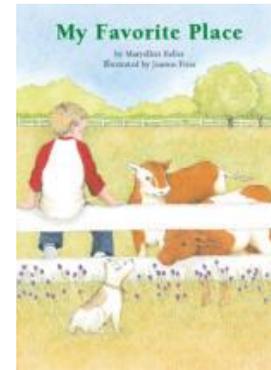
Author Maryellen Heller

Illustrator Joanne Friar

16 pages ■ 464 words

Fountas and Pinnell Level J

Reading Recovery Level 18



My Favorite Place

SYNOPSIS

A boy is saddened by the inevitable loss of a farm and its gentle, friendly cows.

WHAT THE BOOK OFFERS

- Narrative, contemporary fiction, in third person, present tense with some future and past tense.
- Sensitive theme – loss of green space to encroaching development
- Chunks of rich text
- A variety of sentence structure
- Compound words
- Emotions / feelings
- Main character and auxiliary characters
- Story structure
- Long text / pacing
- Opportunity to think and read about concepts
- Writing form and style – writing about social environmental issues and concerns

POSSIBLE SKILLS EMPHASIS

- Personal narrative writing with facts
- Selecting factual information separately from narrative text
- Summarizing important details
- Coping with sophisticated content
- Using punctuation to aid fluency and comprehension
- Adjust reading pace to cope with specialized content and structures while maintaining fluent and expressive reading
- Writing for purpose

INTRODUCING THE BOOK

Discuss how the development of housing, malls, urban, and suburban sprawl impact on our natural green space such as - farms, forests, lakes, meadow wetlands and the life [flora and fauna] they nurture and sustain.

Talk about examples and students' experiences, and ways to cope with changes in a community and the environment.

Use the cover and title page to predict what the book will be about.

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My Favorite Place (continued)

FOCUS OF INSTRUCTION

Read pages 2 -3 to yourself. What is going to happen?

Read pages 4 - 5. Why do you think the boy likes the farm and the cows so much? Why do you think he brings his dog and his friend to his favorite place? Would you share a favorite place?

Read pages 6 and 7. How do you think the boy feels? What made you think that?

Read pages 8 to 11. Why did the author use quotation marks on page 10? Do you think that what the boy did helps in some way? How?

Read pages 12 and 13. Now let's talk about the farmer. How do you think the farmer feels? What words tell you?

Can you think of reasons he may have for selling his farm?

Read pages 14, 15, and 16. Then discuss what the students read, and their thinking and feelings, and how the author concluded the story.

Read the Author's Note and discuss its premise with students.

FOLLOWING THE READING

ORAL DISCUSSION

- Talk about the good and bad things of development.
- Discuss what it means to the two different characters in the story – the boy, the farmer.
- Discuss possible solutions.
- Ask students what this book makes them think of.

WRITING POSSIBILITIES

- Students may write a persuasive letter on a topic that has meaning to them.
- Students may write a list of the advantages and the disadvantages of developing green space.
- Students may write a paragraph or a brief story about a situation that deals with a concept, an issue, or emotions.
- Students may write their own conclusion to the story.

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My Favorite Place (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>A favorite place is where you can . . . The farmer probably had to sell the farm because . . .</i>
USE YOUR MEMORY	<i>What did the teacher say when she saw the boy's photo album? What will be built on the farmland when it sells? How do you know?</i>
WHAT'S YOUR OPINION?	<i>How do you think the farmer felt when the boy gave him his photo album? Do you think the farmer changed his mind about selling the farm? Why do you think that? Why is it important to leave 'green space' in the world? Do you think the boy will ever go back to the farm and see what happened to it? Why or why not?</i>
BE CREATIVE	<i>What is your most favorite place in the world? Make a diorama of your favorite place using a shoe box, construction paper, and anything else you need to show what it looks like. Why is it your favorite place? Think about that question as you make your favorite place diorama.</i>
VOCABULARY AGENT	<i>This story is written in the present tense. This means that it is written as if it is happening NOW. Your job is to tell or rewrite the story in the past tense. This means that you will write it as if it has already happened. For example: Here is how you would change the words to past tense on page 2: <i>My favorite place was for sale. They were going to build lots of houses. The bulldozers were already here, waiting. The trees were marked for cutting.</i> Now start on page 3 and change the words into past tense so that this story tells what happened. Think!</i>

Book Note by S Bjorklund

Additional Comprehension Prompts by Dr. Connie Hebert

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