

Book Notes

The Lid

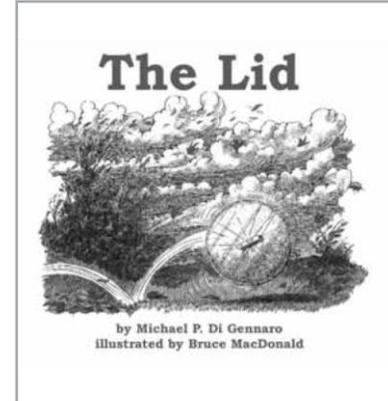
Author Michael P. Di Gennaro

Illustrator Bruce MacDonald

12 pages ■ 111 words

Fountas and Pinnell Level G

Intervention Level 14



The Lid

SYNOPSIS

The wind blows Mr. Rooney's trash-can lid all through the neighborhood, rolling it back to his house to the delight of the birds in his wife's garden.

WHAT THE BOOK OFFERS

- Fiction narrative, past tense, third person
- Sequential
- Linear story
- Prepositions of place
- Onomatopoeia
- Opportunity for group discussion
- Small words in longer ones
- Two part sentences
- Conjunctions in sentences
- Poem on inside back cover

POSSIBLE SKILLS EMPHASIS

- Compound words—firehouse, fire-engines, firefighter, birdbath
- Fluency over longer sentence structures
- Understanding onomatopoeia
- Use of prepositional phrases to show place

Book Notes

The Lid (continued)

INTRODUCING THE BOOK

*How is the illustrator telling us what this story will be about?
Where do you think the lid came from? Where do you think it will
go?
What words might you use to describe the sound the wind makes?*

FOCUS OF INSTRUCTION

Page 2: Help the students consider the author's use of onomatopoeia, text font, exclamation mark, and vocabulary (great, gust of wind).
How did the author show us it was a very windy day?

Page 3-8: Draw attention to the text rather than the illustration for decoding and comprehending with illustrations used to confirm. Practice reading with expression and phrasing.
What words go together on each page to show and to tell where the lid rolled?
Have students read these pages to practice phrasing to develop fluency.

Page 9: *How does the author show us the lid rolled a long way for a long time?*

FOLLOWING THE READING

- Talk about how people are able to use the wind. [technology]
- Use the pattern of the book to tell another story about something being blown around a neighborhood on a windy day.
- Have students make a list of words that could describe the sound the wind makes and use them to write about a windy day.

The Lid (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>When the wind blew the lid off Mr. Rooney's new trash can, he . . .</i> <i>Lids were invented because . . .</i>
USE YOUR MEMORY	<i>Where did the lid roll after it rolled in front of the market and past the shoppers?</i> <i>What happened first in this story? What happened at the end of this story?</i>
WHAT'S YOUR OPINION?	<i>Did you like this story? Why or why not?</i> <i>How do you think the water got into the lid so it could be a birdbath for birds?</i> <i>Do you think Mr. Rooney will want his lid back for his new trash can?</i> <i>What do you think the kids were thinking when they saw the lid roll across the playground? What makes you think that?</i>
BE CREATIVE	<i>Open to page 10 and copy the line you see at the bottom of the page.</i> <i>Now finish that line in your own words and change the ending of this story.</i> <i>What else could have happened to the lid?</i> <i>Who found the lid when it finally stopped rolling and where was it?</i> <i>Remember not to have it end the same way as the author ended it. Change it!</i>
VOCABULARY AGENT	<i>Use each of the following phrases (group of words) in a sentence:</i> <i>*down the street</i> <i>*past the street lamp</i> <i>*through the red light</i> <i>*in front of the market</i> <i>*past the firehouse</i> <i>*in front of the firefighter</i> <i>*past the children</i> <i>*into a garden</i>

Book Note by Mary Ann Whitfield

Additional Comprehension Prompts by Dr. Connie Herbert

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