

## Books for Young Learners Teacher Resource

## Book Notes

**The Paper Bag**

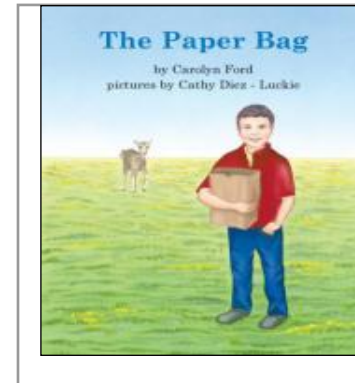
Author Karen Cogan

Illustrator Cathy Diez-Luckie

8 pages ■ 82 words

Fountas and Pinnell Level D

Reading Recovery Level 6



The Paper Bag

**SYNOPSIS**

A boy visits a farm with a bag full of food for the animals; but soon there is nothing is left in the bag for the goat. So the goat solves the problem.

**WHAT THE BOOK OFFERS**

- Realistic fiction in third person and past tense
- Consonant blends
- Problem/solution structure
- Opportunity to gather information and make inferences from the text and illustrations
- Opportunity to predict a “twist” ending
- Opportunity to retell

**POSSIBLE SKILLS EMPHASIS**

- Irregular verb past tense
- Blends at the beginning of words
- Composition of compound words
- Dialog
- Predicting and confirming
- Making connections between sentences (use of ellipses)
- Use of nonfiction information (nonfiction note)

*Who is going to be telling this story? How do you know that?*

**INTRODUCING THE BOOK**

*From the title and the illustration on the cover where do you think the setting of this story will be?*

*Let's look at the title page. From what we thought about the cover, what might be in the boy's paper bag? Why do you think that?*

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### The Paper Bag (continued)

#### FOCUS OF INSTRUCTION

Students read pages 2 and 3.

*Were we correct about the prediction of the setting?*

*How does this setting help us predict this story? What did you find out?*

*What can you predict might happen next? What other kinds of animals might be on a farm? How did the author make it easy for us to read this book?*

Students read pages 4 and 5.

*Were your predictions correct or did you have to change what you were thinking?*

Read pages 6 and 7. *How do you think the goat sounded?* (Students express the

goats "Maaaaaa" out loud.)

*What clues does the author give us about how the goat is feeling?*

("cried" and extending the goat's "Maaaaaa").

*What do you think the goat might say to the boy if it could talk?*

*What do you think might happen now?*

*Were there any words on this page that you had difficulty with?*

(check for "empty" and "something" i.e. use of word-chunking to problem solve)

Direct students' attention to ellipses and explain that this cues the reader that the thought expressed on this page is going to carry over to the next page.

*Go back and read the last sentence; then go on and read the last page so it will make more sense.*

Students read page 8.

*Did the ending surprise you? Why or why not?*

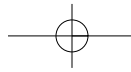
#### FOLLOWING THE READING

##### ORAL DISCUSSION

- Students may read the story aloud, with expression using dialog, indicating emotion or voice of characters such as "Quack", "Maaaaaa".
- Students may perform a Readers' Theater of the story.
- Students may do a retelling of a similar story, one with a simple plot and a clear main idea.
- Teacher may use the nonfiction note as an opportunity to discuss how to gather and present nonfiction information that relates to an animal in the story.

##### WRITING POSSIBILITIES

- Let's list all the animals in the story and what the goat, if it could talk, might say to the boy on page 7.



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### The Paper Bag (continued.)

<b>Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading</b>	
<b>FINISH THIS THOUGHT</b>	<i>The boy was surprised when . . . People like to feed animals because . . .</i>
<b>USE YOUR MEMORY</b>	<i>How many things did the boy have in the bag? Go back in the book and count them. Were you right?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Do you think the boy should have given the goat the paper bag to eat? Why or why not? Why did the author pick, <b>The Paper Bag</b>, for the book title?</i>
<b>BE CREATIVE</b>	<i>Name 3 farm animals that were not in the book. What food would you put in the bag to feed these 3 animals?</i>
<b>VOCABULARY AGENT</b>	<i>What word do you get when you take the 's' off the end of each of these words: *animals *ducks *farms *chickens *rabbits *carrots *horses *goats *boys</i>

Book Note by Sandy Bjorklund

Additional Comprehension Prompts by Dr. Connie Herbert

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