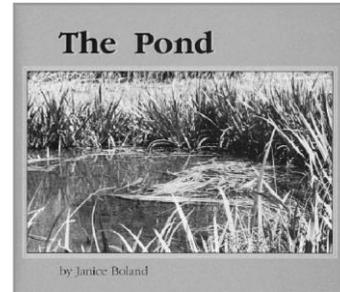


Books for Young Learners Teacher Resource

Book Notes

**The Pond / La laguna**

Author and Photographer Janice Boland
 8 pages ■ 33 Eng. words ■ 34 Spn.
 words Fountas and Pinnell Level C
 Intervention Level 6
 Descubriendo la Lectura Level n/a.



The Pond

SYNOPSIS

Despite its apparent calm and lonely appearance, a pond is full of life.

WHAT THE BOOK OFFERS

- Nonfiction
- Third person
- Present tense
- Cyclic structure
- Map inside front cover
- Labels on map
- A moment in time—reflective writing, more description than action

POSSIBLE SKILLS EMPHASIS

- Attending to blends—*st*, *sw*, *sp*—and to medial sounds, especially short vowels
- Inferential reading of illustrations
- Making connections between words of similar meaning
- Using adjectives to describe places (areas of water)

Books for Young Learners Teacher Resource

Book Notes



The Pond / La laguna (continued)

INTRODUCING THE BOOK

Think about the title and the cover photograph. What other words might the author have considered using instead of “pond”? What are other bodies of water called? Let’s make a list of these.

Now think about this pond. How would you describe it? For example, how is it different from the ocean waves?

Return to the list and add an adjective for some.

Can you add one more adjective to our description of this pond?

If you went to the pond, what might you find or see there?

FOCUS OF INSTRUCTION

Inside front cover: The map shows us where the pond is. Describe how you would get there from the brown house. What would be another way to the pond? What might you see on the way?

Look at the photograph on the title page. What has happened between the time the cover photograph was taken and this one?

Page 2: Read the text with your eyes. Read it again and think about what sound you hear in the middle of the word “calm.” Which letters make that sound? What does the word “calm” tell you?

Page 3: Scan this page to notice where the sentence is similar and where it changes. What kind of word do you need to think about?

What can you tell me about the words “calm” and “still”? Can you think of other words that mean calm or still? Make a list similar to that for areas of water.

Will the pond remain calm and peaceful? What could change it?

Page 4: What happens when the leaf falls?

- Return to the groups of words of similar meaning and add others, perhaps for fall or swim.

FOLLOWING THE READING

- Choose another calm place, such as under a tree, and write about where it is and what it is like or what is seen and heard there.
- Return to the map and ask students to draw a map about another quiet place, adding labels or writing a caption.

Books for Young Learners Teacher Resource

Book Notes



The Pond / La laguna (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Ducks like to swim in ponds because . . .</i> <i>If I went hiking and came to a pond, I would . . .</i>
USE YOUR MEMORY	<i>What is the spider doing at the pond?</i> <i>What is the turtle doing at the pond?</i> <i>How do you know?</i>
WHAT'S YOUR OPINION?	<i>When you throw a rock into a pond, what happens to the water?</i> <i>When you throw a rock into a pond, what happens to the rock?</i>
BE CREATIVE	<i>What would your house look like if you built it next to a pond?</i>
VOCABULARY AGENT	<i>Find a word in the book that tells what a leaf does.</i> <i>Find a word in the book that tells what a spider does.</i> <i>Find a word in the book that tells what a duck does.</i> <i>Find a word in the book that tells what a turtle does.</i>

Book Note by Margaret E. Mooney
 Additional Comprehension Prompts by Dr. Connie Hebert
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