

## Books for Young Learners Teacher Resource

# Book Notes



### The Strongest Animal / El animal más fuerte

Author Janice Boland

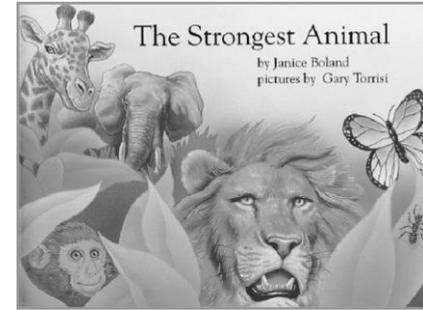
Illustrator Gary Torrissi

12 pages ■ 58 Eng. words ■ 51 Spn. words

Fountas and Pinnell Level F

Reading Recovery Level 7

Descubriendo la Lectura Level 5



The Strongest Animal

#### SYNOPSIS

A first-person report of what a boy saw during a visit to the zoo.

#### WHAT THE BOOK OFFERS

- Realistic fiction report
- First person (“I” unseen until page 9)
- Past tense
- Inferential reading of text and illustrations
- Illustration shows only one animal, but text implies plural
- Superlatives (through comparatives not shown)
- Varied sentence structures
- Adjectives, attributes

#### POSSIBLE SKILLS EMPHASIS

- Making inferences from text and illustration
- Vocabulary developed: superlatives, structural analysis to base word: tall, taller, tallest
- Identifying adjective and its position before noun

#### INTRODUCING THE BOOK

Discuss the title: *Which word tells what kind of animal we are going to read about? Which animal do you predict to be the*

*strongest? Which of the other animals are strong? Is a \_\_\_\_ stronger than a \_\_\_\_?*

- Write “strong, stronger, strongest” as beginning of chart to be completed after the reading

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### The Strongest Animal / El animal más fuerte (continued)

#### FOCUS OF INSTRUCTION

- Function and position of adjectives
- Making inferences
- Understanding superlatives
- Identifying adjective and its position

*It says "the biggest elephant." What does that mean? The biggest of what? How else could we say that? (bigger than all other elephants)*

- Identify root/base word in each adjective

*Page 7: What has the author told us about the trip to the zoo? Do we know who "I" is?*

*Page 8: What has changed? What do you know about this text? Describe the faces on the boy and the lion.*

*Page 10: How could an ant be the strongest animal?*

*Page 12: Do you agree that the ant was the strongest animal? Think carefully.*

#### FOLLOWING THE READING

- Discuss superlatives
- Return to the chart begun during the introduction. List other superlatives and complete with root word and *-er*. Then add examples such as:
  - tall taller tallest
  - John Mary Stefan
  - big bigger biggest
  - bump hill mountain

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## The Strongest Animal / El animal más fuerte (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Ants are interesting creatures because . . . If I were a zookeeper, I would . . .</i>
<b>USE YOUR MEMORY</b>	<i>What was the funniest animal at the zoo? What day of the week did the boy go to the zoo? How do you know?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why is the title of the book, <b>The Strongest Animal</b>? Do you think this is the right title for this book? Why or why not? What would you do if a lion roared at you? How come?</i>
<b>BE CREATIVE</b>	<i>Draw a map of a zoo you would love to visit. Draw sidewalks to show how you would get from one animal home to the next. Label all the places and animals in your zoo map. Be sure you have ants walking around your zoo . . . and don't forget restrooms and food places for people!</i>
<b>VOCABULARY AGENT</b>	<i>Name the opposite (antonym) for each of these words: *big *tall *sunny *funny *fierce *strong *tiny *carry</i>