

## Books for Young Learners Teacher Resource

## Book Notes

**Watermelon / Sandía**

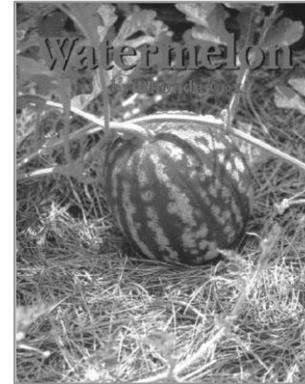
Author and Photographer Rhonda Cox

12 pages ■ 61 Eng. words ■ 54 Spn. words

Fountas and Pinnell Level J

Intervention Level 15

Descubriendo la Lectura Level 7



Watermelon

**SYNOPSIS**

A cyclic story describing how a seed becomes a juicy watermelon that has new seeds for the next growing season.

**WHAT THE BOOK OFFERS**

- Nonfiction cyclic expository text
- First person plural
- Present tense
- Book language on pages 2 through 9
- Repeated structure on pages 2 through 9—changes at beginning, start with an adjective
- Pages 10 through 12 switch to personal recount

**POSSIBLE SKILLS EMPHASIS**

- Attending to medial sounds
- Coping with two different text styles in one book
- Understanding unusual (for some children) structures

**INTRODUCING THE BOOK**

- Introduce saying the same thing in more than one way. For example, when discussing the cover picture:

*Here is the watermelon. Or we could say the watermelon is here. Can you think of another sentence that we can turn around?*

*How could we describe the watermelon? Can we turn that around?*

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### Watermelon / Sandía (continued)

#### FOCUS OF INSTRUCTION

*Read the first sentence with your eyes. What does it tell you? (color, what it is, where it is)*

- Discuss sequence within sentences. After reading a few pages, compare it with a poem and discuss other ways an author could present the same information.
- Discuss the change of structure on page 10.

*Do you think those two boys have been waiting for the watermelon to be ripe enough to eat? How do the words the author has used here match that thinking?*

#### FOLLOWING THE READING

- Discuss alternate sentence structures: “Small are the seeds we plant in the ground.” We plant small seeds in the ground.

*In the ground, we plant small seeds.*

*The small seeds we plant in the ground . . .*

- Provide further practice in changing structure of sentences, particularly those over-used in their writing.

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## Watermelon / Sandía (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>This book helps kids learn more about . . . I think watermelon is . . . because it . . .</i>
<b>USE YOUR MEMORY</b>	<i>What color are the leaves on the watermelon vine? What color are the flowers that make the fruit? What color is the watermelon rind? How do you know?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think the author wrote this book? Why do the kids want to have more watermelon to eat? Do you think watermelon vines will grow if some of the seeds fall from the watermelon slices the boys are eating? Why or why not?</i>
<b>BE CREATIVE</b>	<i>Read the Nonfiction Note on the inside back cover to learn more about watermelons. Then do a bulleted list of facts that you learned from this information. For example:</i> <ul style="list-style-type: none"> <li>• <i>Watermelons grow on a green vine.</i></li> </ul>
<b>VOCABULARY AGENT</b>	<i>Make a list of words that rhyme with the words you see below from the story:</i> <ul style="list-style-type: none"> <li>*small</li> <li>*seed</li> <li>*plant</li> <li>*ground</li> <li>*vine</li> <li>*make</li> <li>*grow</li> <li>*thick</li> <li>*sweet</li> <li>*chomp</li> <li>*then</li> </ul>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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