

Book Notes

Frozen Music

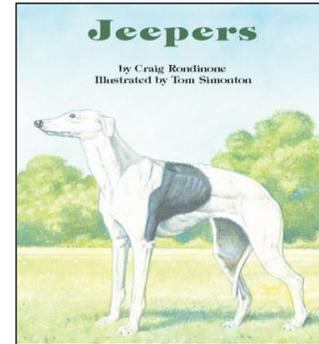
Author Craig Roldinone

Illustrator Tom Simonton

16 pages ■ 1,021 words

Fountas and Pinnell Level L

Reading Recovery Level 17



Jeepers

SYNOPSIS

A coachman's horn freezes, then a boy's mom buys a rescued greyhound that can't race anymore. At first the boy doesn't care much for the dog, but over time his feelings change.

WHAT THE BOOK OFFERS

- First person narrative about events that took place in the past
- Writing in the past tense
- Writing about character development, feelings, and emotions
- Paragraphs containing descriptions and action

POSSIBLE SKILLS EMPHASIS

- Passage of time
- Paragraphs with a topic sentence followed by supporting sentences containing details
- Reading with awareness of punctuation as text wraps around the line
- Use of punctuation to aid fluency
- Use of contractions: *He'd, wasn't*
- Use and meaning of prefix *un* (*unwanted*)
- Use and meaning of suffixes *ly* (*slowly, carefully*), *ful* (*playful*), *est* (*greatest*), *less* (*fearless*)
- Use of compound words (*whenever, neighborhood, outdoors, afternoon, greyhound, supermarket, upstairs, staircase*)
- Varied and descriptive vocabulary – *muscular body* p. 4, *glee* p. 6, *stubborn* p. 7, *whimper* p. 9, *colossal* p. 15, *strolled* p. 15
- Using context to find meaning of unknown words

INTRODUCING THE BOOK

Discuss the cover with students to gain information and predict content.

Book Notes

Jeepers (continued)

FOCUS OF INSTRUCTION

Read pages 2 and 3. *What clues have you noticed that give you ideas about what might happen in the story?*

Read pages 4, 5, 6, and 7. *Did you confirm what you were thinking? Did you change what you were thinking? Are the boy's feelings toward Jeepers changing? What has the boy told us about Jeepers so far?*
(List characteristics of Jeepers so far using a T-Chart to show good traits/bad traits)

FOLLOWING THE READING

Read pages 8, 9, 10, and 11.
Now how does the boy feel about Jeepers? (Add to Characteristics Chart)

Let's read pages 12 and 13.
What do you think Jeepers is thinking/feeling on page 13?
What might he say to the boy if he could talk?
What do you think is going to happen next in the story? Why?
Read pages 14, 15 and 16.
Where you surprised at how the story ends? What does this story make you think of?

EXAMPLE OF WRITTEN SUPPORT

ORAL DISCUSSION

- Talk about what the story reminds the students of, personally.
- Talk about a time when their feelings towards something or someone changed over time.
- Discuss how the story is organized.

WRITING POSSIBILITIES

- Students may create a graphic organizer showing how the story is structured.
- Students may list the characteristics of Jeepers in a T-Chart as the book is read.
- Students may write a paragraph that builds on a topic sentence with sentences that support it and give more information (for examples, refer to paragraphs on pages 5 and 7 *But Jeepers was stubborn*).

Book Notes

Jeepers (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading											
FINISH THIS THOUGHT	<i>The boy knew Jeepers was smart because . . . Greyhounds are a special breed of dogs because they . . .</i>										
USE YOUR MEMORY	<i>How did Jeepers learn to climb stairs? How did the boy's Mom find Jeepers? Why did the boy think Jeepers was a pest at first? Check page 5 to see if you were right. Where can you learn more about Greyhounds? If you forgot, look in the Nonfiction Note box on the insideback cover.</i>										
WHAT'S YOUR OPINION?	<i>Why was Jeepers the most popular dog in the neighborhood? Do you think being a popular kid in school is important or not? Why? Would you want a dog like Jeepers? Reread the story and then decide. Then tell why or why not.</i>										
BE CREATIVE	<i>Make a timeline of all the things that happened in this story, in order of what happened, using both pictures and words. Use the book to help you. The first thing on your timeline will be a picture of the boy playing with other kids' dogs. Under the picture, you can write: boy likes dogs Keep going until you have a long timeline of everything that happened, in order.</i>										
VOCABULARY AGENT	<i>Use each of these words in a question. For example: *poster: Is there a phone number on that poster?</i> WORDS: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>*telephone</i></td> <td style="width: 50%;"><i>*neighborhood</i></td> </tr> <tr> <td><i>*barefoot</i></td> <td><i>*stairs</i></td> </tr> <tr> <td><i>*skinniest</i></td> <td><i>*playful</i></td> </tr> <tr> <td><i>*beg</i></td> <td><i>*brave</i></td> </tr> <tr> <td><i>*smart</i></td> <td><i>*greatest</i></td> </tr> </table>	<i>*telephone</i>	<i>*neighborhood</i>	<i>*barefoot</i>	<i>*stairs</i>	<i>*skinniest</i>	<i>*playful</i>	<i>*beg</i>	<i>*brave</i>	<i>*smart</i>	<i>*greatest</i>
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Book Note by Katie Moeller

Additional Comprehension Prompts by Dr. Connie Hebert

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