

## Books for Young Learners Teacher Resource

# Book Notes



### Walking by the Rio / Caminando a orillas del rio

Author Adrian Warren

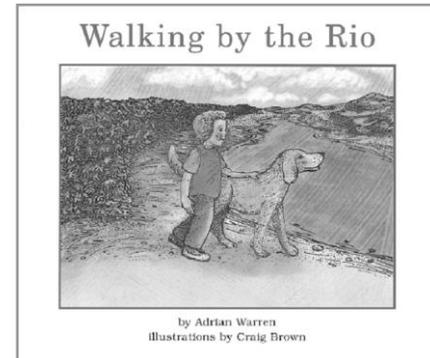
Illustrator Craig Brown

16 pages ■ 118 Eng. words ■ 141 Spn. words

Fountas and Pinnell Level K

Intervention Level 18

Descubriendo la Lectura Level 20



Walking by the Rio

#### SYNOPSIS

A rhyme describing what a boy and his dog see as they walk alongside a river.

#### WHAT THE BOOK OFFERS

- Fiction
- First person—boy talking to dog—no quotation marks
- Present tense
- Rhyming couplets
- Rhythm
- Repeated couplet structure
- “What did I see” within a statement
- “But” as a conjunction
- Open-ended, no text for final illustration
- Descriptive text and detailed illustrations

#### POSSIBLE SKILLS EMPHASIS

- Working for accuracy
- Expression and fluency through repeated structure
- Understanding structure and appreciating descriptive detail

#### INTRODUCING THE BOOK

- Ask the students if they know what the word “rio” means, and if they have heard of the Rio Grande. Talk about experiences of walking alongside or being by a river. What have they seen or heard? Encourage them to include some descriptive detail. Then reflect on what the boy might see or hear as he walks alongside this river. The dog looks very alert. What could he have heard?

† The level indicated here differs from that on early editions of the book. The changes have been made as a result of further trialing alongside other books in *Books for Young Learners*.

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#### FOCUS OF INSTRUCTION

- This is a book to be savored rather than hurried through. Establish who is talking and to whom, and why there are no quotation marks or response to “what did I see?”
- Talk about the role of “but.” Discuss the pattern of the couplets and how the detail slows reading and causes images to linger in the reader’s head.
- The vocabulary will probably pose little challenge for most students, so they can focus on accuracy, fluency, and expression.

*Read the text silently, thinking about the words that flow together, the ones you should emphasize, and the words that just join the main ideas.*

*Because the pattern is repeated, you need to read each couplet differently, otherwise your listeners will become bored or might not notice the descriptive language the author has carefully chosen.*

#### FOLLOWING THE READING

- Discuss the elements of a rhyming couplet and encourage the students to work together to create some that can be recorded for others to share.
- Revisit the book, noting the descriptions of place and how these help a reader visualize the action.
- Discuss how this author has made it appear that he has a camera filming as he is walking.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Roadrunners, owls, and eagles are . . . This book made me think of . . . because . . .</i>
<b>USE YOUR MEMORY</b>	<i>What did the muskrats do at the Rio? What kind of a wren lives by the Rio? Check page 13 to see if you were right.</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think the author wrote this book? What's the most interesting thing in the book and why? Do you think you would like to live along the Rio? Why or why not?</i>
<b>BE CREATIVE</b>	<i>Read about chilies in the box on the inside front cover. Then use the information to draw 2 different plants: one with new baby chilies on it and one with mature chilies on it. What colors will you use? Write a sentence under each plant to explain what you drew.</i>
<b>VOCABULARY AGENT</b>	<i>There are lots of adjectives (describing words) in this book. Start on page 3 and make a list of all the adjectives you find on each page. For example: green Then choose 3 adjectives from your list and use them ALL in ONE long sentence.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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