

Book Analysis

Book	Vocabulary	Print Awareness	PA	Alphabet	Reading/Writing Words
<i>Title:</i>	Vocabulary words:				

Sample Analysis

Book	Vocabulary	Print Awareness	PA	Alphabet	Reading/Writing Words
<p><i>Ten Little Fish</i> First Reading</p>	<p>line, dives, crate, survive, hide, shore, sea, count</p> <p><u>Plan:</u> Read book through without interruption to maintain flow of verse. Read expressively.</p> <p><u>After reading:</u> Ex. <u>dives</u>; “Oh, I see the green and yellow fish (illustration pointed to). It is going down quickly toward the bottom.”</p> <p><u>crate:</u> “I see them swimming around the crate. It is like a box with large holes or openings. Fish is swimming inside the crate.</p> <p><u>survive:</u> “They are trying to get away from the big fish so that they won’t be eaten. They don’t want to die; they want to survive or stay alive.”</p> <p><u>Summary:</u> In this book, reread, and explain, using pictures, verbal explanations, and tie to children’s experiences, when possible.</p>	<p>tracking print (when reading title)</p> <p>See writing; left to right is modeled</p>	<p>exposure to rhyme</p> <p><u>Reading two:</u> Read book again, expressively, pausing to let children chime in the rhyming words.</p> <p><u>After reading:</u> Do beginning sounds and rhyming words activities.</p> <p><u>Beginning sounds:</u> six, seven, sea, survive, soon; Say all five words, isolate the /s/, and then ask if they can think of other words starting with /s/...Add examples, as necessary.</p> <p><u>Reading three:</u> Read book again, expressively, pausing to allow children to chime in.</p> <p><u>After reading:</u> Do rhyming words.</p> <p><u>Rhyming words:</u> dive, survive, five crate, eight line, nine other, mother etc.</p>	<p>See writing plan.</p> <p>Review words listed, <u> naming the letters as you go.</u> Letter formation is modeled.</p>	<p><u>Third reading:</u></p> <p>After doing rhyming words orally, write down rhyming words that have the same spelling pattern:</p> <p>line nine or dive five survive</p> <p>After writing the list, review: “l” i-n-e”; “n-i-n-e” and so on... Then ask children if they see what is the same about the letters in the words. Then, write two more words, fine, mine, writing the onset, and then asking children what letters are needed to finish the words...</p>

