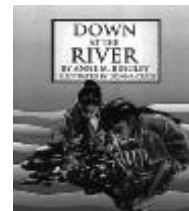


Down at the River

by Anne M. Bingley

illustrated by Donna Cross



Book Summary

This is a simple rhythmic text about the pastime of skipping stones.

Features of the Book

- The poetic quality of the text.
- The blends – “sk,” “st,” “sm,” “fl,” and “pl.”
- The “thr” letter cluster – “three.”
- The use of numbers.
- The way the illustrator has shown movement.
- The close-up illustrations to show detail.
- The use of onomatopoeia – “skip” and “plop.”
- The use of exaggeration for effect – “We skip a million stones.”
- The high-frequency words – “We,” “at,” and “the.”

Purpose

Down at the River can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** using visual cues to monitor that reading is making sense;
- S** using knowledge of onset and rime to create new words from those in the story;
- S** summarizing the main parts of the story;
- S** comparing the story to events in own lives.

Introducing the text

Ask if any children have taken a trip by a river or lake.

- What was the water like?
- What did you do there for fun?
- Were there rocks and stones or mud and sand?
- Did you ever skip stones?

Show the children a selection of stones.

- Which of these stones would be good to skip across the water? Why?

Read the title and the names of the author and illustrator to the group and discuss the illustration.

Reading the text

S Using visual cues to monitor that reading is making sense.

S Using knowledge of onset and rime to create new words from those in the story.

S Summarizing the main parts of the story.

Pages 2 and 3

- What are the children doing?
- What kind of stone has one of them found?
- Is it a good skipping stone?

Pages 4 and 5

- What kind of stone is this?
- Can you find the word that tells you?
- How many times did this stone skip?
- What noise might it make when it goes into the river?

Pages 6 and 7

- How many times did these stones skip?
- How can you tell?

Page 8

- What are the children doing?
- Can you tell who has thrown each stone?

Children now read the book independently.


Revisiting the text

Read the text together again, focusing on the repeated phrase that grows with each stone being thrown – “Skip, plop!” then “Skip, skip, plop!” and so on.

Discuss the “ip” word ending and use word building to find other “ip” words.

Following Up

S Comparing the story to events in own lives.

 Ask the children to write about an activity they enjoy doing in their recreational time.

B Complete the blackline master opposite.