



TITLE: SNACKS FOR PORCUPINE
LEVEL: A



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book tells us what Porcupine likes to eat."
- "Turn to pages 2 and 3. What does Porcupine like to eat? Yes, apples! It says, *I like to eat apples*. Repeat that with me: *I like to eat apples*."
- "Now turn to pages 6 and 7 to see what Porcupine likes to eat. It says, *I like to eat grass*. Say the word *to*. What letter does *to* start with? Yes, *t*. Find *to* and put your finger under it. Say *to*."
- "Now turn to page 12. Do you see what he likes to eat? Porcupine says, *I like to eat flowers*."
- "Turn back to the beginning and read about what Porcupine likes to eat." (If necessary, read the first page together.)

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level A Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Discuss where porcupines live.
- Talk about what porcupines eat.
- What might be a source of danger for porcupines?

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *to*. Have them make the word *to* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Practice reading the book together a bit faster to develop some fluency and phrasing.



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will practice breaking apart new and familiar words.

Steps:

1. Explain to the students that they are going to learn how they can break words apart, letter by letter.
2. Place the word *like* on the magnetic dry erase easel.
3. Slide the letters one at a time to the left and run your finger under the word, saying *like*.
4. Have students take turns sliding the letters to the left. Say "If we were going to write this word, we would have to make it letter by letter."
5. Repeat with other known or partially known words.
6. Now ask students questions, such as "How many letters are there in that word? Show me one letter. Show me one word. Show me a short word."
7. Repeat procedure with the words *to*, *can*, and *my*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that students can name the foods the porcupine is eating in the new story. You may want them to point to the pictures in the book.
- Ask the students to repeat the language structure in the new book several times.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.