



TITLE: LOOK AT ME
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 is about parts of an animal you can look at."
- "Turn to pages 2 and 3. What do you see here? Yes, paws. It says, *Look at my paws*. Repeat that with me: *Look at my paws*."
- "Now turn to pages 6 and 7 to see what other parts of the animal we can look at. *Look at my ear*. Say *my*. What letter comes at the beginning of *my*? Yes, *m*. Find *my* and put your finger under it. Say *my*."
- "Now turn to page 12. The dog is saying, *Look at me!*"
- "Turn back to the beginning and read about all of the parts of the dog." (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.

- It is harder to tell what part you are seeing when you don't see the entire dog.
- Invite students to name other parts of a dog (such as tongue, fur, stomach).

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 *my*. Have them make the word *my* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- You may want to call students' attention to the word *Look* or *at*. Have the students write it or make it with magnetic letters. (Note: working on more than one unfamiliar word in one lesson can be challenging.)



You Will Need:

- A blank piece of paper for each student
- A chalkboard or easel

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be learning to look more closely at words by writing them.

Steps:

1. Explain to the students that they will be making a book together.
2. Write on a chalkboard or easel: *Look at _____.*
3. Have students write *Look at* and then their name (e.g., *Look at Amy.*).
4. Have students make a picture of themselves under the sentence.
5. Staple together the pages and make a book that the students can take turns reading. (Create a cover page that says *Look at Us.*)

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students know and understand all of the pictures in the new book.
- Ask the students to repeat the language structure in the new book several times.
- Ask students to point to themselves and name body parts.

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