



TITLE: OLIVER THE CAT
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 Oliver, a cat, and where he is hiding."
- "Turn to pages 2 and 3. Where is Oliver? Yes, *Oliver is in the bag*. Repeat that with me: *Oliver is in the bag*."
- "Now turn to pages 10 and 11 to see where Oliver is. *Oliver is in the basket*. Say *is*. What letter comes at the beginning of *is*? Yes, *i*. Find *is* and put your finger under it. Say *is*."
- "Now turn to page 12. Do you see Oliver? *Oh, no! Oliver is in the dryer!*"
- "Turn back to the beginning of the book and read about where Oliver is hiding." (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 why cats like to get into things.
- Discuss other places Oliver might hide in a house.

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 *is*. Have them make the word *is* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Talk about how the pictures can help you to know what will make sense and how you can check it against the first letter of the word (e.g., picture of basket, *b*).



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be making high-frequency words with magnetic letters.

Steps:

1. Explain to the students that they are going to practice making words they are learning.
2. Place the word *is* on the magnetic dry erase easel.
3. Ask "What word is this?" Slide the letters one by one to the left. Run your finger under the letters and say *is*.
4. Ask a student to slide the letters to the left and say the word.
5. Repeat with the words *can*, *go*, and *my*.
6. Now scramble all of the letters together and have students find the correct letters and make all of the words.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students can name all of the places Oliver goes in the new book. You may want them to point and name all of the places.
- 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.